ED 441 074 AA 001 322

Resources in Education (RIE). Volume 35, Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 441 075 CE 079 943

Kemple, James J.; Snipes, Jason C.
Career Academies: Impacts on Students' Engagement and Performance in High School.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Ford Foundation, New York, NY. International Urbanization Survey.; Department of Education, Washington, DC.; Department of Labor, Washington, DC.; Commonwealth Fund, New York, NY.; Pew Charitable Trusts, Philadelphia, PA.;....
PUB DATE- 00
NOTE- 200p.; Also sponsored by The Grable Foundation.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Career Academies; Career Education; Dropout Prevention; *Education Work Relationship; High Schools; *Outcomes of Education; *Program Effectiveness; Pupil Personnel Services;

The career academy approach is one of the oldest and most widely established high school reforms in the U.S., stretching back for more than 30 years. A large-scale, multi-site, random assignment research design was conducted to determine the impact of career academies on student outcomes. Some of the findings of the study include the following: (1) the career

Management; Learning Organizations; United States

The concept of the free agent learner, which has roots in self-directed and informal learning theory, has recently emerged as a factor important to attracting, developing, and keeping knowledge workers. The literature on free agent learning holds important lessons for today's free agent learners, human resource developers, and work organizations. Self-directed learning occurs on a just-in-time basis in response to strongly felt challenges situated within highly relevant contexts. At least theoretically, free agent learners are highly self-directed in their learning. Organizations employing knowledge workers have generally changed the nature of the psychological contract between free agent learners and the organization; however, they have not always adjusted systems, rewards, and cultures to support proactive, free agent learners. Organizations that want to keep free agent learners motivated and engaged must take the following steps: make time and space for learning; provide mechanisms for continual scanning of the environment; stimulate heightened awareness around learning; build programs around goals and turning points; provide opportunities for reflection in action; and work around problems engendered by climates that are often riddled with a lack of trust and high rewards for individual achievement at the expense of others with whom employees should be collaborating. (Contains 41 references.) (MN)

ED 441 093 CE 080 104

Identity, Influence, and Politics. Symposium 7. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 24p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Business Administration; *Employed Women; Human Resources; *Labor Force Development; Males; Organizational Development; Performance Factors; Political Attitudes; Racial Relations; *Sex Bias; *Sex Fairness; *Sexual Identity; Social Values; Staff Development; Whites
IDENTIFIERS- Identity Formation; White Backlash

This packet contains three papers on gender identity; power and influence styles in program planning; and white male backlash from a symposium on human resource development (HRD). The first paper, "Identification of Power and Influence Styles in Program Planning Practice" (Baiyin Yang), explores the relationship between HRD practitioners using different styles of power and influence tactics in designing and planning programs and organizational political contexts. Power and influence styles identified through cluster analysis included shotgun, tactician, ingratiator, and bystander. The second paper, "Gender Consciousness Development: A Critical Literature Review" (Laura L. Bierema, Jessica T. Kovan), is a critical review of the literature conducted to understand the empirical and theoretical underpinnings of gender consciousness development in a work context. The review found key themes in the literature related to the development of awareness, including identity, social context, and the learning process, but reported that there is not a cohesive body of literature on gender consciousness. The final paper, "White Male Backlash:

ED 441 111 CE 080 122

Designing Effective HRD Programs. Symposium 23. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 25p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Benchmarking; Educational Quality; Evaluation Criteria; Fire Fighters; Foreign Countries; Higher Education; *Instructional Design; *Labor Force Development; Models; *On the Job Training; Performance Based Assessment; *Performance Factors; *Professional Continuing Education; *Program Design; Program Effectiveness; Statewide Planning; Success; Systems Approach
IDENTIFIERS- Netherlands; South Carolina

This document contains three papers from a symposium on designing effective human resource development (HRD) programs that was conducted as part of a conference on HRD. "Leveraging System Factors for Increased Training Effectiveness" (David Ripley) is a conceptual paper that critiques current training design models and the lack of attention to system factors and shows how attention to system factors can be integrated with a popular instructional system design model. "Establishing Internal Quality Benchmarks for the South Carolina Fire Academy" (John H. Abraham, Jr., Melissa H. Marcus, Dennis G. Tesolowski, Clinton H. Isbell) reports on a survey of a random sample of 150 of the 3,482 students who had attended the South Carolina Fire Academy during its first 5 months that was conducted to establish a baseline of student satisfaction against which future comparisons can be made. "Implementing a New Model for on-the-Job Training: Critical Success Factors" (Simone J. van Zolingen, Jan N. Streumer, Rolinda de Jong, Marcel R. van der Klink) reports on a study of the effectiveness of a new instructional model for training desk employees that was developed by Post Offices, Inc. in the Netherlands. Two papers contain reference sections. (MN)

ED 441 112 CE 080 123

Organizational Culture and Climate. Symposium 24. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 27p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Cambodians; Comparative Analysis; *Cultural Context; *Employer Employee Relationship; English; *Experiential Learning; Foreign Countries; *Labor Force Development; Management Development; Manufacturing Industry; Native Speakers; Non English Speaking; Organizational Change; *Organizational Climate; Postsecondary Education; Vietnamese; *Work Environment
IDENTIFIERS- Australia; United States

This document contains three papers from a symposium on organizational culture and climate that was conducted as part interrelationships between professional practice, knowledge gained in CPE programs, and context of employment that found professionals construct a knowledge base by moving back and forth between CPE programs and their professional practice. "How Important Is Education for Learning To Work?" (Richard J. Torraco) addresses the following: (1) reviews literature on work and the expertise needed to perform it, from studies of both individual and collective expertise; (2) examines the research methods available for conducting such studies; and (3) proposes a framework for further study of the issue of integrating prior learning and experience with the present demands of a task to perform it skillfully. "Critical Reflection on the Shop Floor" (Marianne van Woerkom, Wim. Nijhof, Loek F. M. Nieuwenhuis) reports a study describing on-the-job learning that found flexible craftsmanship is no neutral measure of output because it takes into account only the employer's view of ideal employees. Critical reflection is suggested as a more neutral measure. The papers contain reference sections. (YLB)

ED 441 130 CE 080 141

Research Methods in HRD. Symposium 40. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 24p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Comparative Analysis; Data Collection; *Educational Research; *Electronic Mail; Foreign Countries; *Labor Force Development; Literature Reviews; Partnerships in Education; *Research Methodology; *Theory Practice Relationship; Trend Analysis
IDENTIFIERS- *Partnership in Research; United Kingdom; United States

This document contains three papers from a symposium on research methods in human resource development (HRD) that was conducted as part of a conference on HRD. "Utilizing Electronic Mail To Survey Human Resource Development Practitioners: A Comparison between Electronic Mail and the U.S. Postal Service for the Purpose of Data Collection: Reducing the Costs of Bureaucracy" (Harold Shoemaker, James J. Kirk) reports on a study establishing that electronic mail elicited a significantly higher response rate than regular mail (41% versus 25%) but did not alter response patterns by gender or years in the HRD profession. "Trends in the Literature: A Comparative Analysis of 1998 HRD Research" (Loretta L. Donovan, Victoria J. Marsick) documents the following three trends in HRD research: (1) HRD has made strong inroads as an area of professional practice; (2) the field continues to use qualitative and quantitative tools relatively equally; and (3) the number of articles published in the field increased by 50% this past year. "Reflection-in-Action of a Research Partnership" (Wendy E. A. Ruona, Darren C. Short) outlines the learning points identified as key to successful research partnership projects by two researchers who spent more than 2 years in such a partnership. The papers contain reference sections. (MN)

ED 441 131 CE 080 142

regions. The conference included papers on the following six topics: (1) the EU's accession strategy; (2) the EU's employment policy and financial instruments developed to implement it; (3) the recent changes in responsibility for employment policy and vocational training in the region of Piedmont; (4) the role of local and regional authorities in employment creation; (5) the importance of human resources in planning education; and (6) the issues involved in regionalization in candidate countries. Workshops were held on the following four topics: (1) decentralization of employment policies at regional and local levels; (2) the role of local and regional authorities in linking education establishments to enterprises; (3) employment initiatives and instruments at the European level and lessons learned; and (4) interventions in favor of disadvantaged groups. The workshops were designed to accomplish the following three objectives: (1) to identify challenges faced by candidate countries; (2) to inform candidate countries about practices and achievements in EU member states; and (3) formulate recommendations regarding developing vocational education and training systems to meet new needs in candidate countries. (MN)

ED 441 149 CE 080 170

Curriculum Guidelines & Regulatory Criteria for Family Nurse Practitioners Seeking Prescriptive Authority To Manage Pharmacotherapeutics in Primary Care. Summary Report 1998.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.; Agency for Health Care Policy and Research (DHHS/PHS), Rockville, MD.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Agency Role; Competence; *Curriculum Development; Educational Needs; Evaluation Criteria; Federal Legislation; *Federal Regulation; Guidelines; Higher Education; Integrated Curriculum; National Organizations; National Standards; *Nurses; *Nursing Education; *Pharmacology; Professional Continuing Education; Public Agencies; Public Policy; *Student Certification; Student Evaluation
IDENTIFIERS- *Nurse Clinicians

This report describes a multi-organizational project to accomplish two goals: (1) to develop pharmacology/pharmacotherapeutics curriculum guidelines designed to prepare family nurse practitioners (FNPs) for full prescriptive authority; and (2) to develop regulatory criteria for evaluating the academic preparation and clinical competencies of FNPs applying for prescriptive authority. Section 1 provides background information on the project and profiles the project's 11-member advisory committee, which includes experts from nursing education, practice, and regulatory arenas. Section 2 outlines the process of development of the model pharmacology/pharmacotherapeutics curriculum guidelines. Section 3 is an overview of the current regulatory environment and development of the regulatory evaluation criteria that details legal recognition of FNPs in individual states and territories. Section 4 recaps the guidelines' objectives, development, and planned dissemination. The following materials are included in the report's eight

"Self-Directed Learning in Greece" (Nicholas Iliadis); and "Self-Directed Learning in Germany: From Instruction to Learning in the Process of Work" (Gerald A. Straka). (Each paper contains references.) (KC)

ED 441 168 CE 080 206

National Standards for Family and Consumer Sciences Education.
PUB DATE- 98
NOTE- 304p.; Development, publishing, and dissemination of this document was supported by state departments of education, state family and consumer services divisions, state departments and divisions of vocational-technical education, and universities.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Rearing; Community Services; *Consumer Science; Dietetics; Early Childhood Education; Family Financial Resources; *Family Life Education; Fashion Industry; *Food Service; *Hospitality Occupations; Housing; Individual Development; Interpersonal Relationship; *National Standards; Nutrition; *Occupational Home Economics; Parenting Skills; Postsecondary Education; Program Implementation; Recreation; Secondary Education; Textiles Instruction; Tourism; Young Children
IDENTIFIERS- Building Maintenance; Facility Management; *Family and Consumer Sciences

The document presents a new set of standards for family and consumer sciences (FACS) education. Section 1 is a three-chapter overview. Chapter 1 addresses the rationale for change and the FACS vision and mission. Chapter 2 describes the approach to develop the national standards, FACS format, and components of the standards. Chapter 3 provides background information on the process for FACS national standards, explains the structure of the process questions, and presents the reasoning for action standard. Chapter 4 presents the 16 areas of study, along with their comprehensive standards, content standards, competencies, academic proficiencies, and process questions; career, community, and family connections; consumer and family resources; consumer services; early childhood, education, and services; facilities management and maintenance; family; family and community services; food production and services; food science, dietetics, and nutrition; hospitality, tourism, and recreation; housing, interiors, and furnishings; human development; interpersonal relationships; nutrition and wellness; parenting; and textiles and apparel. Chapter 5 discusses aspects of implementation strategies and potential leadership activities to guide state development of standards and related programs. Appendixes contain 118 references grouped by contributing state; 110 process references and additional resources; and a participant list. (YLB)

ED 441 169 CE 080 208

Education Success = Business Success. Hearing before the Committee on Small Business. United States Senate, One Hundred Sixth Congress, First Session.
PUB DATE- 99
NOTE- 154p.
LANGUAGE- English

and is rooted in society. Participants represented diverse fields and brought to the workshop knowledge about an exceptionally wide range of research, including the fields of pediatric and adolescent medicine, public health, neuroendocrinology, behavioral genetics, anthropology, psychiatry, psychology, sociology, animal behavior and law. Participants discussed: changes in the knowledge base of adolescent development; key findings from recent studies; pressing research challenges; policy implications of the research; and messages that need to be communicated in order to mobilize the public to support the development, health, and well-being of adolescents. This booklet addresses each of these issues. It reflects the particular emphases of the workshop discussions as well as specific statements of participants. An appendix provides the workshop agenda. (Contains 39 references.) (MKA)

ED 441 188 CG 029 979

Johnson, Norine G., Ed.; Roberts, Michael C., Ed.; Worell, Judith, Ed.
Beyond Appearance: A New Look at Adolescent Girls.
PUB DATE- 99
NOTE- 464p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; American Indians; Asian Americans; Blacks; Body Image; Community Influence; Competence; Dating (Social); Decision Making; Eating Disorders; Educational Environment; *Females; Friendship; Individual Development; Juvenile Justice; Latin Americans; Minority Groups; Peer Influence; Resilience (Personality); Self Esteem; Sexuality; Violence
IDENTIFIERS- Child Prostitution

This book provides a new look at adolescent girls. The sections and chapters reveal the strengths and positive assets of adolescent girls, their relationships, and their communities. It takes a new look at the strengths and successes of adolescents within the context of their race, ethnicity, class, self, sexual orientation, relationships and community. Focusing on strengths, it takes a look at factors of resilience and proposes models to support adolescent girls in their transitional development. The book contains five sections, each beginning with an introduction by the section editor. "Developing the Woman in Myself" (Judith Worell, Ed.) considers the development of self in the context of sociocultural expectations for the gendered self, the competent self, and the physical self. "Adolescent Girls of Color: Declaring Their Place and Voice" (Jessica Henderson Daniel) both underscores the critical importance of understanding the role of ethnicity, culture, and race in any discussion of adolescent girls and provides data about the implications of the neglect in psychological research on diversity. "To the Heart of the Matter: The Relational Lives of Adolescent Girls" (Lyn Mikel Brown, Ed.) provides complex lenses for looking at and thinking about adolescent girls' relationships. "Coping, Negotiating, and Problem Solving in Community Contexts" (Denise M. DeZolt, Ed.) covers three critical areas for adolescent girls: the schools, the health system, and the courts. "Implications and Future Trends" (Michael C. Roberts, Ed.) discusses public policy, education and training, and clinical practice, and concludes with a summary view of past discussions on adolescent girls and what might be their future. (Contains an author and

PUB DATE- 00
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adjustment (to Environment); Adolescent Development; *Adolescents; American Indians; Asian American Students; Blacks; Context Effect; *Cultural Pluralism; Elementary Secondary Education; Environmental Influences; Hispanic Americans; *Individual Development; Mexican Americans; *Minority Groups; Rural Education; Urban Education
IDENTIFIERS- Appalachia

This book is designed to summarize, integrate, and evaluate current research on adolescent development. It contains the following chapters: (1) "Paths to Adulthood: Adolescent Diversity in Contemporary America" (Ramond Montemayor); (2) "Competence among Urban Adolescents in Poverty: Multiple Forms, Contexts, and Developmental Processes" (Hirokazu Yoshikawa, Edward Seidman); (3) "Rural Youth: Ecological and Life Course Perspectives" (Lisa J. Crockett, Michael J. Shanahan and Julia Jackson-Newsom); (4) "Growing Up in Appalachia: Ecological Influences on Adolescent Development" (Stephan M. Wilson and Gary W. Peterson); (5) "Indian Adolescence: Opportunity and Challenge" (Fred Beauvais); (6) "Healthy Adjustment in Mexican American and Other Hispanic Adolescents" (Felipe Gonzales Castro, Gina R. Boyer, and Hector G. Balcazar); (7) "Asian American Adoelscents: A Research Review To Dispel the Model Minority Myth" (Frederick T. L. Leong, Ruth K. Chao, and Erin E. Hardin); (8) "Ecological Correlates of the Social and Emotional Adjustment of African American Adolescents" (Ronald D. Taylor, Leanne Jacobson, and Debra Roberts); (9) "Conceptual and Methodological Issues in Studying Minority Adolescents" Michael Cunningham and Margaret Beale Spencer); and (10) "The Variety of Adolescent Experiences" (Raymond Montemayor). A name index and a subject index are provided. (MKA)

ED 441 209   CG 030 088

Mental Health: A Report of the Surgeon General. Executive Summary.
PUB DATE- 99
NOTE- 459p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Adults; Children; Coping; *Health Promotion; *Mental Health; *Patient Education; Prevention; Psychological Services; Research Reports
IDENTIFIERS- National Needs

This first Report of the Surgeon General on Mental Health represents the initial step in advancing the notion that mental health is fundamental to general health. It states that a review of research on mental health revealed two findings. First, the efficacy of treatment is well documented, and second, a range of treatment exists for most mental disorders. The report provides the opportunity to dispel the myths and stigma surrounding mental illness. It encourages individuals to seek treatment when they find themselves experiencing signs and symptoms of mental distress. Chapter 1 elaborates on the themes of the report and describes criteria applied to the scientific evidence cited. Chapter 2 was written to provide background information to help persons from outside the health field better understand the topics. Chapter 3 details normal development, provides overview of risk factors and prevention, groups did equally well in progressing in reading skills during this study. This may be a positive endorsement for the "Phonics" software because these students did equally well as students receiving closer teacher supervision during supplemental activities. Findings suggest the phonological awareness instruction definitely benefited all the students even though the computer software appeared to provide no additional benefit in comparison to other supplemental activities. (Contains 56 references, and 3 tables and 2 figures of data. Appendixes contain permission letters.) (RS)

ED 441 229 CS 013 986

Gude, Sonya; Jackson, Tonya; Shaw, Arnitria
Strategies for Improving Reading Comprehension in Content Areas.
PUB DATE- 00
NOTE- 88p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Classroom Techniques; *Content Area Reading; Cooperative Learning; Grade 1; Grade 5; Grade 8; *Instructional Effectiveness; Middle Schools; Primary Education; *Reading Comprehension; *Reading Improvement; Reading Strategies
IDENTIFIERS- Illinois (Central)

This report describes a program for improving reading comprehension skills in order to heighten understanding of materials covered in class and performance on activities and exams. The targeted population consisted of first-, fifth-, and eighth-grade students in a large, lower- to middle-class community located in central Illinois. The problems in reading comprehension were documented through classroom performance and test scores. Analysis of probable cause data revealed that students lacked the necessary skills to process and understand what they read. Faculty reported that these deficiencies affect everything from following directions to the results on standardized exams. Review of curricula content and instructional strategies revealed that the methods that have been used are inconsistent and have not been planned in a way that emphasizes comprehension. A review of solution strategies (suggested by knowledgeable others) combined with an analysis of the problem setting resulted in the selection of an intervention that focused on the basics of comprehension (such as context clues, summarizing, and clarifying), presented with pre- and post-reading strategies, and cooperative learning. Post intervention data indicated an overall increase in reading comprehension abilities. Appendixes contain survey instruments, data tabulations, story pyramids, and graphic organizers. (Contains 27 references and 12 tables.) (Author/RS)

ED 441 230 CS 013 992

Leitner, David
Nevada Even Start Family Literacy Projects, 1998-99. Final Evaluation Report.
PUB DATE- 99
NOTE- 86p.; For the Nevada Even Start bilingual pamphlet, see CS 013 993.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Comprehension; *Creative Thinking; Diversity (Student); Elementary Education; Metacognition; *Reading Writing Relationship; *Student Participation; *Writing Across the Curriculum; *Writing (Composition)
IDENTIFIERS- *Content Area Study Experiences; Instructional Models

This theory-into-practice book presents Writing and Sharing Connections, an instructional methodology for grades 3-5 which provides a way to hear students' voices, view students as individuals, assess and learn from students, promote content area learning, and encourage creative thinking. The book provides a theoretical background, a process overview, learning goals, and 3 case studies. Chapters are: (1) "Writing and Sharing Connections: An Overview"; (2) "Graphing Connections and Writing Metacognitive Pieces; (3) "Connections in Progress"; (4) "The Role of Rubrics and Learning Goals in Writing and Sharing Connections"; (5) "Chelsea: Developing Self-Confidence in One's Voice"; (6) "Brian: Gaining Motivation To Read through Writing"; (7) "Dawn: Expressing One's Voice on Important Issues"; and (8) "Celebrating Diversity." (Contains 92 references. Appendixes contain three students' learning graphs.) (EF)

ED 441 251 CS 217 119

Kiesser, Traci L.
Spelling Strategies Used by High and Low Performing First Grade Students.
PUB DATE- 00
NOTE- 66p.; Color tables may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Grade 1; *Instructional Effectiveness; Low Achievement; Primary Education; *Spelling; *Spelling Instruction

The purpose of this study was to determine what essential skills and spelling strategies first grade students use when spelling grade level and above grade level words and to determine whether students actually use strategies taught during spelling instruction. Eight first-grade students of varying spelling performance levels, including English-as-a-Second-Language (ESL) spellers, were engaged in spelling tasks, alphabet recognition, blending, and segmentation tests and were asked questions regarding their perceptions of various aspects of spelling. Student writing samples were collected and analyzed using the "First Steps Spelling Developmental Continuum" (1994) to help clearly profile each student's level of development. The data from the study showed that students of all performance levels, including ESL students, rely on letter sounds to spell both grade level and above grade level words. Low performing spellers also identified word families as a second strategy when spelling grade level words. The data also revealed that both low performing and high performing students relied on multiple strategies when spelling words. The reading program strongly influenced the spelling strategies used by students.

IDENTIFIERS- Emotional Expression

In many classrooms, the issue of emotional legitimization is often forgotten, but in the distance education setting, two limitations highlight this issue even more. The distance education classroom lacks proximity and eye contact, which are pedagogically important as they prompt anxiety in students and draw them into learning. Rather than leading students toward active engagement, the distance education classroom leads them to a state of emotional paralysis. Distance education is not necessarily a total failure. Rather, it prompts the question: What type of inquiry is legitimized in education which reinforces emotional acquiescence at best or induces emotional paralysis at worst? Teachers should acknowledge and work through anxiety, because legitimizing anxiety can keep students from becoming paralyzed or entrenched in dominant definitions of subjectivity. (EF)

ED 441 271　　　　EA 029 857

Wong, Kenneth K.; Anagnostopoulos, Dorothea; Rutledge, Stacey; Lynn, Laurence; Dreeben, Robert
Implementation of an Educational Accountability Agenda: Integrated Governance in the Chicago Public Schools Enters Its Fourth Year.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Competency Based Education; *Curriculum Development; Educational Change; Elementary Secondary Education; *Governing Boards; *Instructional Effectiveness; Learning Strategies; Public Schools
IDENTIFIERS- *Chicago Public Schools IL

This report focuses on how the Chicago Public School District, schools, and teachers implemented key components of the district's accountability agenda and its effects on teaching. Key findings are as follows: (1) formal sanctions influence school and teacher resource allocation; (2) mismatches between formal sanctions and support result in teacher skepticism; (3) professional discretion facilitates implementation of the district's academy model; (4) professional discretion challenges the district's attempts to expand teachers' roles; and (5) teacher discretion circumscribes district instructional intervention. District initiatives have affected how schools and teachers allocate key resources, including time, curriculum, and students. Schools and teachers have accommodated policies that entail formal sanctions and professional discretion by allocating instructional time and activities to fulfill policy objectives. By contrast, district support associated with formal sanctions appears to have had marginal impact. Teachers maintained discretion over classroom instruction, adapting and circumscribing district attempts to direct instructional change. (Contains 24 references and notes.) (DFR)

ED 441 272　　　　EA 030 210

Van Der Bijl, Andre
Borrowing from Business and Equitable Transformation in Education.
PUB DATE- 98
NOTE- 16p.; Paper presented at the World Congress of Comparative

considerations and common transition issues when beginning transition planning, including thinking about the person, exploring all options, learning to work as a team, and sharing responsibility among team members. A general step-by-step process to transition planning is then presented, along with examples of plans developed for two women with vision and hearing losses who returned home to Indiana after attending schools out of state. Appendices include resource information, checklists, the transition plan with a map with timelines for the two women, and a transition mobile with instructions. A glossary of common terms used during transition planning is included. (CR)

ED 441 292 EC 307 807

Thompson, Sandra; Erickson, Ron; Thurlow, Martha; Ysseldyke, James; Callender, Stacy
Status of the States in the Development of Alternate Assessments. Synthesis Report 31.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Outcomes of Education; *Policy Formation; Program Development; State Surveys; *Student Evaluation; *Testing Programs
IDENTIFIERS- *Testing Accommodations (Disabilities)

This report discusses the outcomes of a survey that questioned states about their development of alternate assessments for students with disabilities who cannot participate, even with accommodations, in state or district-wide assessment programs. In the survey, states were asked about a variety of developmental features of their alternate assessments. Findings from 37 states indicate: (1) 30 states are working on the identification of curricular or content standards for which an alternate assessment will be developed; (2) 32 states reported progress in the development of eligibility guidelines that will assist local education agencies in making individual determinations about whether a student should take an alternate assessment; (3) 27 states are in the process of identifying specific instruments and approaches for collecting alternate assessment data; (4) 16 states have begun to tackle the establishment of proficiency levels for their alternate assessments; (5) 20 states are determining how scores from alternate assessments should be reported along with scores from their general large-scale assessments; and (6) 10 states with "high stakes" assessments are working on determining how to include scores from students taking alternate assessments. (Contains 10 references.) (CR)

ED 441 293 EC 307 808

Bullock, Lyndal M., Ed.; Gable, Robert A., Ed.; Rutherford, Robert B., Jr., Ed.
Preparation of Teachers of Students with Emotional/Behavioral Disorders. Retrospective Series on Critical Issues in Emotional/Behavioral Disorders.
PUB DATE- 98
NOTE- 125p.
LANGUAGE- English

PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assistive Devices (for Disabled); *Career Awareness; *Career Education; Career Planning; *Computer Assisted Instruction; *Computer Uses in Education; Data Collection; Grade 5; Intermediate Grades; Interviews; Learner Controlled Instruction; *Learning Disabilities; *Mental Retardation; Outcomes of Education; Questionnaires

The benefits and effects of computers and other assistive technologies to develop career awareness for four fifth-grade students with cognitive disabilities were examined. The students participated in a seven-week career awareness exercise and used the following assistive technology and multimedia tools: Hyperstudio, Intellikeys, Co-Writer, ClarisWorks, Write-Outloud, Picture It, CD-ROM software, the Internet, a Macintosh computer, a camcorder, a Quick-Take, Polaroid, digital and 35mm cameras, and a television and VCR. Observations, field notes, self-designed questionnaires and formal interviews with students (with and without disabilities), parents, teachers, and a speech therapist were used to collect data. Outcomes reported included enhanced motivation to participate in and complete assigned work, an increase in communication skills, independence, knowledge of the world of work, and self-esteem. In addition, students had fun, were recognized by others for their capabilities, and were more likely to have their learning styles and preferences addressed by their parents and school staff. (Contains 81 references.) (Author/CR)

ED 441 312 EC 307 829

Jolivette, Kristine; Stichter, Janine Peck; Nelson, C. Michael; Scott, Terrance M.; Liaupsin, Carl J.
Students with Emotional and Behavioral Disorders: Post-School Outcomes.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Disorders; Daily Living Skills; Data Collection; Elementary Secondary Education; *Emotional Disturbances; Employment Patterns; *Interpersonal Competence; *Outcomes of Education; Postsecondary Education; *Research Problems; *Transitional Programs
IDENTIFIERS- *Social Skills Training

This report reviews existing data related to post-school outcomes for individuals with emotional and behavioral disorders (EBD), discusses why these data may be misleading, and describes what the special education field is doing to improve the post-school outcomes for individuals with EBD. In the first part of the paper, outcomes related to three life domains are examined, including education, employment, and social relationships. Reasons for the limitations in the current literature base are discussed, including: (1) uneven sample size; (2) generalizability of the data; (3) the specific variables required to accurately measure the success, or lack thereof, of post-school experience of individuals with EBD remain unclear; and (4) the majority of existing longitudinal studies have not systematically assessed post-school outcomes for individuals with EBD using the same data collection procedures. Several programs are then highlighted which have been implemented in schools and communities to specifically address how individuals with EBD function in the community post-school, including social skills training, peer mediation and conflict resolution,

Mississippi. Case Study in Sustainable Design.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Climate Control; *Educational Facilities Design; *Educational Facilities Improvement; *Energy Management; High Schools; Junior High Schools; *Lighting; Public Schools
IDENTIFIERS- Mississippi

Design information, floor plan, photos, and energy use data are presented of a combined 45,000 square foot junior/senior high school in Mississippi's Aberdeen School District, built in 1956, and retrofitted over time to improve its usability. Exterior and interior photos are presented showing classrooms, the cafeteria, and gymnasium. Data are presented on the school's current energy use and every area where improvements are required. Lighting retrofit information and cost/savings data on a geothermal heat pump retrofit conclude the document. (GR)

ED 441 333 FL 025 855

Rogers, Paul
La Gramatica Ingles: Libro de Trabajo (English Grammar: Workbook).
PUB DATE- 99
NOTE- 55p.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adjectives; Determiners (Languages); *English (Second Language); *Grammar; Instruction; Pronunciation; Second Language Instruction; Spanish Speaking; *Tenses (Grammar); Verbs; Vocabulary Development

This student workbook is designed for native Spanish-speaking learners of English as a second language, and presents instruction in basic English grammatical constructions and usage, as well as some vocabulary development. Lessons include basic descriptions of the constructions and rules in applying them, and a brief exercise reinforcing the concepts taught. Lesson topics include: adjectives; articles; the verb "to be"; infinitive and imperative verb forms; adverbs; verb tenses; questions; regular and irregular verbs; gerunds and past participles; auxiliary verbs; pronouns; comparatives; and prepositions. An answer key for the exercises is provided. A list of useful instructional materials for three instructional levels (beginner, intermediate, advanced) and for specialized (medical, workplace, children's) English instruction is also included. (MSE)

ED 441 334 FL 026 255

Echevarria, Jana; Short, Deborah J.
Using Multiple Perspectives in Observations of Diverse Classrooms: The Sheltered Instruction Observation Protocol (SIOP).
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

critically at texts. Both beginning level and advanced adult ESL learners can participate in activities that develop critical literacy skills. A teacher might add a few questions or a different perspective to the activities already being used in class. Opportunities for comparison to what these learners already know about a subject should be investigated. Several practical suggestions for how to build critical literacy skill building exercises into the ESL curriculum are provided. Critical literacy instruction encourages learners to engage information sources more thoroughly and to question social contexts, purposes, and the possible effects of these facts on their lives, and also to examine their own opinions, biases, and perceptions of reality. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 441 352 FL 801 374

Native Language Literacy Screening Device.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workplace Preparation and Continuing Education.
PUB DATE- 99
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Literacy; Albanian; Arabic; Bengali; Cambodian; Chinese; *English (Second Language); French; Haitian Creole; Hebrew; Hindi; Italian; Japanese; Korean; Lao; *Literacy; Pashto; Persian; Polish; Portuguese; Punjabi; Russian; Second Language Instruction; Second Language Learning; Serbocroatian; Spanish; *Student Evaluation; Tagalog; Teaching Methods; Ukrainian; *Uncommonly Taught Languages; Urdu; Vietnamese; Worksheets
IDENTIFIERS- *Native Language; Tigrinya

The purpose the Native Language Literacy Screening Device (NLLSD) is to give English for Speakers of Other Languages (ESOL) practitioners a sense of the native language literacy levels of learners coming into their programs. This is worth knowing because when learners have had limited schooling in their first language instructional strategies used in an ESOL class must be tailored to meet the needs of those learners. The NLLSD contains twenty-seven language versions of the screening device and an administrative protocol. The protocol offers a series of suggestions for using the tool and interpreting its results. The screening device is written in the following languages: (1) English; (2) Albanian; (3) Arabic; (4) Benfali; (5) Chinese; (6) Croatian; (7) Farsi; (8) French; (9) Haitian Creole; (10) Hebrew; (11) Hindi; (12) Italian; (13) Japanese; (14) Khmer; (15) Korean; (16) Lao; (17) Pashto; (18) Polish; (19) Portuguese; (20) Punjabi; (21) Russian; (22) Spanish; (23) Tagalog; (24) Tigrinya; (25) Ukrainian; (26) Urdu; and (27) Vietnamese. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 441 353 FL 801 375

Diones, Ruth; Spiegel, Seymour; Flugman, Bert
Crossroads Cafe Impact Evaluation Study.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 99
NOTE- 213p.; Funded by the US Adult Education Act 353.
LANGUAGE- English

individuals consulted. (RH)

ED 441 371 HE 032 847

Kohl, Kay J., Ed.; LaPidus, Jules B., Ed.
Postbaccalaureate Futures: New Markets, Resources, Credentials. American Council on Education/Oryx Press Series on Higher Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Education Work Relationship; Educational Quality; Educational Trends; Employment Patterns; Graduate Study; *Higher Education; Learning; Lifelong Learning; *Nontraditional Students; Outcomes of Education; Postsecondary Education; Research Universities; School Business Relationship; *Skill Obsolescence; Student Certification; Technological Literacy; *Technology Education

The 15 papers in this book consider the issues, opportunities, and challenges facing higher education with regard to postbaccalaureate education, focusing particularly on how to ensure a productive, competitive workforce in today's global-based economy. Titles in Part 1, "Emerging Markets for Postbaccalaureate Education," are: (1) "Postbaccalaureate and Graduate Education: A Dynamic Balance" (Jules B. LaPidus); (2) "The Postbaccalaureate Learning Imperative" (Kay J. Kohl); (3) "Investing in Learning Companies" (Howard Marc Block); and (4) "The Knowledge Supply Chain: The Logical Extension to Success" (Stephen M. Mitchell, James D. Van Erden, Kenneth P. Voytek). Titles in Part 2, "Strategies for Extending Learning Resources in an Information Age," include: (5) "Tangled Web(s): The Rise of the Absent-Networked Professor and 'The Translucent University'" (Michael Schrage); (6) "Financing Postbaccalaureate Education in an Age of Telecommunicated Learning" (Michael B. Goldstein); and (7) "Risk, Tribe and Lore: Envisioning Digital Libraries for Postbaccalaureate Learning" (Peter Lyman). Part 3, "Creating and Credentialing High-Quality Learning," offers the following titles: (8) "Recasting Postbaccalaureate Programs as Learning Systems" (Alan R. Bassindale, John Daniel); (9) "Assessing the Quality of Postbaccalaureate Learning in the New Higher Education Marketplace" (Steven D. Crow); (10) "Certification for Employability: What's New?" (Alice J. Irby); and (11) "Intravenous Learning" (Donald N. Langenberg). Part 4, "Balancing the Private and Public Good," includes: (12) "Research Universities in Transition" (Myles Brand); (13) "Demand for Postbaccalaureate Education in a Knowledge-Driven Research Environment" (David G. Burnett); (14) "Higher Education's Changing Contours: The Policy Implications of an Emerging System" (Patrick M. Callan, Joni E. Finney); and (15) "Postbaccalaureate Futures: Where Do We Go from Here?" (Kay J. Kohl, Jules B. LaPidus). There are three appendixes: "Certificate Program Snapshots" (Wayne Patterson); "Creating Postbaccalaureate Programs To Meet Workforce Needs: Participating Institutions"; and "'Postbaccalaureate Futures' Colloquium Participants." (Most chapters contain references.) (RH)

ED 441 372 HE 032 848

Becker, Elaine; Schaffner, Johanna

Making a Place in the Faculty Rewards System for Work with K-12: A Project Report of Four Universities. The Public School Rewards Project: A Higher Ed Tough One.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 112p.; Funding also received from the California State University, Northridge, Temple University (Pennsylvania), University of Southern Colorado, and University of Texas at El Paso.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College School Cooperation; Educational Improvement; Educational Quality; Elementary Secondary Education; English; Higher Education; History Instruction; Linguistics; Literacy Education; *Partnerships in Education; Political Science; Preservice Teacher Education; Psychology; Public Schools; *Rewards; Science Education; Second Language Instruction; Sociology; Teacher Collaboration; Teachers
IDENTIFIERS- California State University Northridge; *Educational Renewal; Temple University PA; University of Southern Colorado; University of Texas El Paso

This publication reports on the work of four universities in "The Public Schools Rewards Project: A Higher Ed Tough One, which was begun in 1995 and was designed to enhance the value that university rewards systems placed on faculty work with K-12 schools and teachers, and ultimately to improve the quality of education delivered in K-12 schools, colleges, and universities. Following the Prologue by Dan Tompkins, an overview by Crystal J. Gips describes the participating campuses (California State University, Northridge, Temple University (Pennsylvania), the University of Southern Colorado, and the University of Texas, El Paso); presents the project plan; describes what really happened and what was learned; and offers recommendations for other institutions. The next section includes institutional reports: "California State University Northridge" (Sharon Klein); "Temple University" (Dan Tompkins); "University of Southern Colorado" (Donna Watkins); and "University of Texas at El Paso (Kathleen Staudt and Jack Bristol). The report concludes with faculty life histories which explore their experiences in six disciplines: English, history, language and linguistics, political science, psychology and sociology, and science. Following an Introduction by Carol Stoel, the essays include: "Educational Renewal Connections: The Development of English Education at the University of Texas at El Paso" (Tommy J. Boley); "Learning To Teach: Where University Meets Universe" (Amy Birge); "Research and Student Achievement: Developing K-16 Work at the Institute for the Study of Literature, Literacy, and Culture" (Steve Parks); "My Experience with K-16 Work" (William E. Sheidley); "Education Renewal Connections: Experiences in History" (Nicole Etcheson); "Betwixt and Between: A Shifting Understanding of School-College Collaboration" (Morris J. Vogel); "Reflections of One Linguist" (Sharon Klein); "Educational Renewal Connections: Experiences in Modern Languages" (Joan H. Manley); "Personal Reflections" (Dan Tompkins); "The Eco-Literacy Project at Cal State Northridge" (Matthew Cahn); "Educational Renewal Connections: Experiences in Political Science" (Kathleen Staudt and Gregory Rocha); "Education Renewal: Prospects for Psychology" (Lawrence D. Cohn); "A Sociologist's Perspective on Educational Renewal" (Cheryl Howard); "The Public Schools Rewards Project: A

(MES)

ED 441 412 IR 057 683

Byberg, Lis
Library History Revisited: Research Areas and Methodology.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Historiography; History; *Libraries; Library Development; *Library Research; Library Services; Primary Sources; *Research Methodology; Research Problems
IDENTIFIERS- *Historical Research; *Library History

This paper discusses research areas and methods related to library history. The first section outlines research areas, including activities such as services to children in public libraries, mobile libraries, cataloging rules and practice, classification rules and practices, development of bibliographies, organization models, literature offered to users, library users, availability of the library, and the impact of the development of new medias. The importance of relating library history to the development of society is stressed. Research methods are addressed in the second section, including deciphering historical materials, difficulty finding sources, and language problems. (MES)

ED 441 413 IR 057 684

Byrne, Alex
FAIFE Workshop.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Censorship; Federal Legislation; Foreign Countries; Freedom of Speech; Information Policy; *Information Services; *Intellectual Freedom; Internet; Library Associations; *Library Role
IDENTIFIERS- Australia; Filters; International Federation of Library Associations

This paper discusses the importance of intellectual freedom for libraries, librarians, and library associations. Examples of attempts at censorship in Australia are presented, including the Broadcasting Services Amendment (Online Services) Act, 1999, legislation that requires filtering of Internet content. The IFLA (International Federation of Library Associations) statement on intellectual freedom is summarized, and the role of library associations in pursuing the ideal of free access to information and freedom of expression is addressed. (MES)

ED 441 414 IR 057 685

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Higher Education; Information Literacy; *Information Management; *Information Science Education; *Information Skills; Information Technology; *Interdisciplinary Approach; Qualitative Research; Teacher Surveys
IDENTIFIERS- South Africa

Within the South African tertiary education context, information management is taught from a variety of perspectives, including computer science, business management, informatics, and library and information science. Each discipline has a particular multidisciplinary focus dealing with its fundamentals. To investigate information management education at the tertiary level, qualitative research consisting of semi-structured in-depth interviews was conducted in 1995 among the total population of academics teaching information management at South African universities. Based on this research, the existence of each multidisciplinary perspective can be argued. However, viewing the study domain from a wider interdisciplinary perspective, it can be argued that the core focus is information, secondly the management of information, and thirdly the application of technology (as a tool) for its enhancement. For this reason, the coexistence of multi-, inter-, and transdisciplinary approaches to information management education is proposed (based on local and international trends), within a broader school of library and information science/studies. It is concluded that the horizontal integration of information management education into information skills curricula at the primary and secondary levels and an inter- and/or transdisciplinary approach at the tertiary level is the most appropriate means of providing the essential life coping skills that modern individuals require to function effectively in society. (Contains 16 references.) (MES)

ED 441 435 IR 057 706

Fuegi, David
LIBECON2000 and the Future of International Library, Statistics.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; Foreign Countries; Futures (of Society); International Programs; *Libraries; Library Role; *Library Statistics; World Wide Web
IDENTIFIERS- *Europe; European Communities Commission; International Organization for Standardization; UNESCO; *Web Sites

LIBECON2000 is a project funded by DG13 of the European Commission within the Telematics Applications Programme that will run for three years (until early 2001). The project collects and publishes library statistics of 29 European countries on its World Wide Web site, http://www.libecon2000.org. This paper gives an account of the project's progress and speculates about the future of the collection and publication of library statistics at the international level, including consideration of the roles of addresses needs of the disabled. The second section describes types of disability, including physical disabilities (spinal chord injury, amputated limbs, blindness/visual impairment, and hearing impairment) and mental disabilities (learning disability, mental illnesses, and mental retardation). The third section outlines the following aspects of creating a model library program for the disabled: (1) training of library staff, including components of an effective training plan (objective, structure, materials, contents, and review); (2) developing user assistance schemes, including a list of services that might be offered; and (3) offering special services, including services for the blind, speech and hearing impaired, physically challenged, and persons suffering from mental disability. (Contains 18 references.) (MES)

ED 441 457 IR 057 728

Khislovskaya, Galina
Matching Preservation Decisions with Collection Development Policy.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Library Administration; *Library Collection Development; *Library Policy; Mission Statements; National Libraries; *Preservation; Regional Libraries
IDENTIFIERS- Baltic States; Bulgaria; Czech Republic; Mongolia; Romania; Russia; Slovenia

Based on communication with librarians from Russia, Mongolia, the Baltic States, Bulgaria, Slovenia, the Czech Republic, and Romania, this paper discusses library collection development and preservation policies. Highlights include: mission statements of national and regional libraries; availability of a formal structure responsible for collection management that binds the relationship between collection development and preservation in the institution; and adherence to large-scale preservation programs versus title-for-title preservation, including strategies for storage and handling (e.g., new facilities, boxing, binding, microfilming, and deacidification). (MES)

ED 441 458 IR 057 729

Kim, Seonghee
The Roles of Knowledge Professionals for Knowledge Management.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Information Management; Information Technology; *Librarians; *Library Role; *Library Services; Organizational Development; Users (Information)
IDENTIFIERS- *Knowledge; *Knowledge Management; Organizational

*Disabilities; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Information Literacy; Information Technology; *Library Services; *School Libraries; Student Attitudes
IDENTIFIERS- Australia; Student Assistants

There are many ways in which the school library can contribute to the personal growth of students with disabilities enrolled in mainstream schools and in fostering acceptance and understanding of these students by their non-disabled peers. A four-year study of school library provision for students with disabilities in two Australian states, Victoria and New South Wales, showed that provision of effective information literacy programs, a welcoming and physically accessible library environment, and access to information technology and electronic information sources can have a significant effect on the development of confidence, independence, and self-esteem in these students. Engaging disabled students as library monitors or offering the library as a work experience placement further assists independence and self-esteem and promotes a positive image of these students to their student colleagues. The provision of a good collection of disability information and sensitive fiction titles also promotes value and acceptance of disability by other students. (Contains 18 references.) (Author/MES)

ED 441 481 IR 057 752

Oberg, Dianne
Teaching the Research Process--For Discovery and Personal Growth.
PUB DATE- 99
NOTE- 10p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Information Skills; *Library Instruction; *Research Skills; School Libraries; *Teaching Models
IDENTIFIERS- Alberta; *Process Models

This paper explores the effective implementation of process-based models of library instruction through analysis of a Canadian process model, Alberta's Focus on Research model. The following stages and related skills of the Focus on Research model are summarized: (1) planning (establish topic, identify information sources, identify audience and presentation format, establish evaluation criteria, and review process); (2) information retrieval (locate resources, collect resources, and review process); (3) information processing (choose relevant information, evaluate information, organize and record information, make connections and inferences, create product, revise and edit, and review process); (4) information sharing (present findings, demonstrate appropriate audience behavior, and review process); and (5) evaluation (evaluate product, evaluate research procedures and skills, and review process). Overall themes in teaching the research process are discussed, including: developing emotional literacy; investing time in exploration; supporting students during their work; the teaching role of the librarian; and understanding the process approach. (Contains 25 references.) (MES)

ED 441 482 IR 057 753

ED 441 502 IR 057 773

Skold, Beatrice Christensen
National Policies for Library Services to Visually Impaired and Other Print Handicapped Children.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Evaluation Criteria; Foreign Countries; *Library Policy; *Library Services; Library Surveys; *Reading Difficulties; *Visual Impairments
IDENTIFIERS- International Federation of Library Associations; International Surveys; *National Policy; United Nations; United States

This paper presents the results of a survey that investigated which countries follow the United Nations recommendations by having a national policy for library services to visually impaired and other print handicapped children. Questionnaires were distributed to the 78 members of the IFLA (International Federation of Library Associations and Institutions) Section of Libraries for the Blind, and responses were received from 22 members, representing 17 countries. Results showed that Denmark, the Netherlands, Norway, Russia, South Africa, Sweden, and the United States have adopted such a national policy. The following criteria were used to characterize a national policy: legislation; goal of production/criteria for selection; information such as union catalogs or national bibliographies; lending by a library network; cooperation with schools for the visually handicapped; trained staff; and publicly funded services. Responding countries that lack a specific national policy for library services to visually impaired children were Belgium, Botswana, Canada, Finland, Iceland, Ireland, Israel, Japan, Switzerland, and the United Kingdom. (MES)

ED 441 503 IR 057 774

Strunck, Kirsten
About the Use of "Functional Requirements for Bibliographic Records" in Teaching Cataloguing.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographic Records; *Curriculum Development; Foreign Countries; *Library Education; Library Schools; Library Standards

The report "Functional Requirements for Bibliographic Records" from the International Federation of Library Associations and Institutions (IFLA) has been chosen as the theoretical foundation for teaching cataloging in Denmark. This paper illustrates the way the ideas in the report have been implemented in the teaching of cataloging at the Royal School of Library and Information Science (Denmark). Experiences with this theoretical foundation have been satisfactory, and containing information on students enrolled at the beginning of the semester. This file is used to create a federally required report known as the EF-2. The report looks at the ethnicity and gender of students by enrollment and degree status and level of academic progression. This paper compares the fall 1996 and fall 1998 EF-2 reports. The number of full-time students increased by 2,605 or 2.6% between fall 1996 and fall 1998. However, the number of part-time students declined by 7,402 for a net decline of 4,797 students or 1.5%. All of the gain in full-time students was in the degree-seeking area. Losses occurred in non-degree full-time, part-time seeking and part-time non-degree seeking students. Across the system, the changes in females were more dramatic than those in males. Overall, female enrollment declined 2.0% while male enrollment declined 0.7%. Enrollment changes were not consistent among the standard ethnic groups. The preliminary fall files for 1996 and 1998 indicated the CCS enrolled fewer credit students in 1998 than in 1996. The entire decline occurred in part-time students, with females declining faster than males, and whites faster than any other ethnic group. (VWC)

ED 441 525 JC 000 362

Windham, Patricia
Academic Career Benchmarks by Ethnicity.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Black Students; *Community Colleges; *Degrees (Academic); Ethnic Groups; *Hispanic Americans; Student Behavior; *Student Educational Objectives; Student Evaluation; Two Year Colleges; *White Students
IDENTIFIERS- *Florida Community College System

In spite of the impressive gains in the total number of awards earned by minority students, a comparison of the percentage distribution of the major ethnic groups at different points in an academic career shows that not all groups are progressing consistently. This report on the academic outcomes of students in the Florida Community College System focuses on a comparison of White, Black, and Hispanic student outcomes. Dual enrollment has the largest percentage concentration of white students of any benchmark considered. The distribution of First Time in College (FTIC) students closely mirrors both previous year high school graduates and the state as a whole. The non-degree seeking and non-credit groups of students are predominantly white. The high percentage of blacks in non-credit courses is consistent with the high percentage of blacks receiving vocational credit certificates (VCC). The black percentage for VCC is higher than for any other type of award. The percentage of white students receiving credit-based awards is consistently higher than the percentage of white FTIC students, freshmen or sophomore. Only for College Credit Certificates (CCC) is the percent less than the percentage in the credit enrollment categories. The percentage of awards earned by black students consistently increases as one moves from the Associate of Art to the Associate of Science to the CCC to the VCC. This trend is exactly the opposite for Hispanic students. Overall, Whites and Asians tend to increase or maintain their percentages in the degree process, while Blacks and Hispanics lose ground. (VWC)

(141)
DESCRIPTORS- *Accountability; Annual Reports; *Educational Finance; *Enrollment; *Higher Education; *Outcomes of Education; State Colleges; State Universities; Tables (Data)
IDENTIFIERS- *New Jersey

This 1999 New Jersey systemwide report updates several key data indicators (systemwide characteristics, student outcomes, fiscal indicators, and extent of student assistance) examined in earlier reports and adds new ones (number of transfer students, credits, and academic performance of transfer students). Previous enrollment trends continued through 1998 at New Jersey higher education institutions. A decline of about 4.5% between 1993 and 1998 in the overall number of credit-seeking students, particularly at community colleges, reflects a marked decrease in part-time enrollment. Preliminary data for 1999 indicate that this decline has leveled off. Full-time enrollment continued to increase in all other sectors. The overall number of degrees and certificates granted increased. Minority student enrollment continues to grow. Tuition and fees in all public sectors account for an increasing share of institutional revenues, and these prices continue to exceed the national average. New Jersey continues to lead the nation in state-funded student assistance. New Jersey's higher education sectors outperformed their national counterparts in several key student outcome measures. The retention rates for the state college and university sector significantly exceed peer institutions across the nation, and the sectorwide 5- and 6-year graduation rates are similar to or higher than national average. The number of students transferring from New Jersey community colleges to four-year institutions increased significantly over the past 10 years. (VWC)

ED 441 546 JC 000 391

Salt Lake Community College Report Card, 1998.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Annual Reports; Community Colleges; *Evaluation Criteria; *Institutional Evaluation; Institutional Research; Outcomes of Education; *Performance; Program Effectiveness; Tables (Data); Two Year Colleges
IDENTIFIERS- *Salt Lake Community College UT

This report provides an overview of Salt Lake Community College and assesses institutional performance on several indicators. The following indicators are included: (1) participation rate by ethnicity; (2) participation rate by disability; (3) new student assessment of programs and services; (4) success rates of developmental education students; (5) student ratings of instruction; (6) graduating student assessment of programs and services; (7) graduating student assessment of overall college experience; (8) licensure and certification exam passing rate; and (9) graduation rate. Surveys of 648 new students indicated generally positive student attitudes regarding campus environment and services. Approximately 67 percent of students rated instructor's teaching as excellent or very good based on student evaluations of 2,016 classes. Based on surveys of 1,037 graduating students, the 3 highest rated college services were admissions, registration, and recreation facilities. Over two-thirds of graduates rated their overall experience as very good or good in nine of nine ratings categories. Pass rates on 10

The Net Benefits of Early Childhood Investments: Findings, Implications and a Texas Agenda.
SPONS. AGENCY- Texas State Dept. of Human Services, Austin.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Early Childhood Education; Economic Impact; Investment; *Policy Analysis; Policy Formation; Public Policy
IDENTIFIERS- State Role; *Texas

This report primarily addresses the question, "What are the net benefits associated with targeted early childhood investments in Texas?" The expected benefits and costs of targeted early childhood investments are estimated and projected for an illustrative cohort of Texas infants: children 0-1 year old living in families with annual incomes at or below 200 percent of the federal poverty level in the year 2000, the overwhelming majority of them in minority families, especially Hispanic. Net benefit estimates are based on the average cost of more intensive model programs as well as their estimated benefits. Targeted early interventions are assumed to offer participating children (and their families) a mix of services over a 4-year period spanning infancy up to their entry into public kindergarten, at a cost of almost $9,600 per participant per year. The report concludes that the net discounted benefits of targeted early childhood investments for participating Texas children and their families are estimated to exceed $2.47 billion. Taxpayers enjoy net benefits amounting to nearly $3.57 billion, while the net present value of early childhood investments to society is more than $6 billion. (Contains 96 references.) (EV)

ED 441 566 PS 028 549

Ready or Not. .Here I Come. Videotape .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Discussion Groups; *Early Childhood Education; *Evaluation Methods; Group Discussion; Independent Study; *Learning Readiness; Portfolio Assessment; *School Readiness; *Student Evaluation; Teaching Guides; Young Children
IDENTIFIERS- North Carolina

This videotape, with accompanying discussion guide, addresses issues of young children's learning readiness and the readiness of the school to teach young children. The 50-minute videotape, for use as a stand-alone instruction video in one sitting or as an accompaniment to group discussions or to a self-study program, is geared toward informal opinion leaders and decision makers within the early childhood education community. The videotape contains excerpts from presentations regarding assessment and readiness in early childhood education before the North Carolina State Board of Education in 1998 and is presented in three parts. Part 1 presents five speakers, each addressing a major issue in early childhood education and learning readiness: children's family context, brain research, pedagogy, developmental diversity, and children with special academies in the study increased both the level of interpersonal support students experienced and their participation in career awareness and work-based learning activities; (2) the career academies substantially improved high school outcomes among students at high risk of dropping out; (3) among students least likely to drop out, the career academies increased the likelihood of graduating on time; (4) in academies that greatly enhanced interpersonal support from teachers and peers, the dropout rates dropped dramatically; (5) the academies did not improve standardized mathematics and reading test scores; and (6) the impact of the academies and the types of students who participated in them varied greatly from site to site. The study concluded that career academies can be an effective means of reducing the high school dropout rate and enhancing students' engagement with school, especially if they increase personal support of students through involvement with teachers and peers. (Contains 33 references and two appendixes that provide supplementary information about the career academies research study and strategies for creating subgroups of students defined by at-risk characteristics.) (KC)

ED 441 076   CE 080 006

Lifelong Learning: The Contribution of Education Systems in the Member States of the European Union. Results of the EURYDICE Survey. EURYDICE Survey 2.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.
PUB DATE- 00
NOTE- 156p.; Document prepared by the EURYDICE European Unit for the Ministerial Conference to launch the SOCRATES II, LEONARDO DA VINCI II and YOUTH Programmes (Lisbon, Portugal, March 17-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Learning; Basic Skills; Continuing Education; Developed Nations; *Educational Needs; Foreign Countries; *Futures (of Society); *Job Training; *Lifelong Learning; Postsecondary Education
IDENTIFIERS- *European Union

A survey offers the first overview of lifelong learning activities undertaken in the member states of the European Union, noting the strategies being implemented to varying degrees from one country to the next and presenting a first snapshot of the trends that have developed. The survey found that lifelong learning is a concept that emerged in the 1970s and defines lifelong learning in terms of individual responsibility. The survey also notes the challenges facing the education systems, such as strengthening basic learning, facilitating access and diversifying provision in higher education. The member states have all included lifelong learning in the role of enhancing employability. They are looking to their school systems to instill the ability and desire to learn from compulsory education onward and to adapt higher education to demand. The bulk of the document consists of country reports on the state of lifelong learning efforts in Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, Netherlands, Austria, Portugal, Finland, Sweden, and the United Kingdom. (Contains 24 references and a questionnaire.) (KC)

ED 441 077   CE 080 053

Practitioner Perspectives on the Phenomenon" (Martin B. Kormanik), posits that white male backlash has emerged as an American social phenomenon. Although there is little research on this issue, a survey administered to a purposeful sample of 76 HRD practitioners generated quantitative and qualitative data on the phenomenon. The papers contain reference sections. (KC)

ED 441 094 CE 080 105

Charting the Future of HRD. Symposium 8. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 30p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Business Administration; *Educational Needs; *Educational Philosophy; Human Resources; *Labor Force Development; Learning Strategies; Long Range Planning; *Organizational Development; Staff Development

This packet contains three papers from a symposium on the future of human resource development. The first paper, "Should We Define the Profession of HRD? Views of Leading Scholars" (Wendy E. A. Ruona), explores whether human resource development (HRD) should be defined and why, which was one theme that emerged from a qualitative study of beliefs of leading HRD scholars. The second, "Strategic Roles of Human Resource Development in the New Millennium" (Richard A. Swanson) discusses the foundations of strategic intent for HRD, the schools of strategic thinking, the strategic roles for HRD, and their implications for strategic organizational planning. The final paper, "Shaping a Learning Vision: Life Histories of Learning Leaders and Facilitators" (Karen E. Watkins, Victoria J. Marsick, Linda Honold, and Judy O'Neil), draws on life history interviews with learning organization facilitators to identify transforming events that shaped the learning visions of these key change agents. Interviews with organization developers and senior managers of organizations working to make learning a central driver of innovation and change led to key lessons for facilitators and leaders of learning organizations. The papers contain reference sections. (KC)

ED 441 095 CE 080 106

Assessing University Programs. Symposium 9. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 28p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Allied Health Occupations Education; Business Administration; *College Programs; Educational Needs; Educational Philosophy; Graduate Students; Higher Education; Human Resources; *Labor Force Development; Learning Strategies; *Program Evaluation; Staff Development; *Student Recruitment;

of a conference on human resource development (HRD). "A Comparative Profile of Workgroup Climate in Different Organizational Settings" (Allan H. Church) reports on a comparative analysis of climate data on more than 5,000 groups (representing more than 23,000 team members) that were collected during a 9-year period from 10 different databases and that revealed significant effects with respect to rater (manager versus group member) and industry. "The Relationship between Organisational Commitment and Organisational Climate" (Adela J. McMurray, Don Scott, R. Wayne Pace) reports on a study of 1,413 white and blue collar employees from 42 different countries of origin (response rate, 97.8%) that showed a significant correlation (.66) between organizational commitment and organizational climate. "Action Learning as a Vehicle for Organizational Culture Change" (Susan R. Meyer) reports on an examination of an ongoing 2-year action learning program indicating that managers who participate in the program recognize the need to adopt systems thinking and change their managerial practices in order to break down organizational norms against open, cross-divisional communication and engage in more innovation and problem solving. Two papers contain reference sections. (MN)

ED 441 113 CE 080 124

Burns, Janet Z.; Hatcher, Tim; Russ-Eft, Darlene
Confronting Professional Values and Ethical Issues: An Innovative Session on Development of a Casebook on Ethics and Integrity. Innovative Session 4. Concurrent Innovative Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 10p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Case Studies; *Ethics; Human Resources; Integrity; *Labor Force Development; *Moral Values; National Organizations; *National Standards; Professional Continuing Education; *Professional Development; Teacher Role; Trainers
IDENTIFIERS- *Academy of Human Resource Development

The Academy of Human Resource Development (AHRD) Standards on Ethics and Integrity, which were first presented in 1999, constituted one of three new initiatives to take the AHRD to a new level of leadership in the HRD profession. Although the initial standards were intentionally brief and easy to read, their application in specific situations may be difficult. Because no comprehensive guide to understanding and applying the standards exists for teaching purposes or for use by individual HRD professionals, the standards' authors are currently compiling an agenda to publish documents supporting the standards. The first such document will be a casebook designed to ensure that the standards are understood and used by the HRD community of scholars and practitioners. The casebook will present a comprehensive range of contemporary ethical issues in HRD that are integral and unavoidable aspects of AHRD members' professional role. The case study methodology is particularly well-suited to the complex and multidimensional nature of the task of applying standards in specific ethical

Yorks, Lyle; Dilworth, Robert L.; Marquardt, Michael J.; Marsick, Victoria; O'Neil, Judy
Inquiring into the Dilemmas of Implementing Action Learning. Innovative Session 6. Concurrent Innovative Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 11p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; *Experiential Learning; *Instructional Design; *Labor Force Development; Learning Processes; Learning Theories; Literature Reviews; *Theory Practice Relationship; Training Methods; Training Objectives

Action learning is receiving increasing attention from human resource development (HRD) practitioners and the HRD management literature. Action learning has been characterized as follows: (1) working in small groups to take action on meaningful problems while seeking to learn from having taken the specified action lies at the foundation of action learning; (2) learning through a cyclical process of taking action, consciously reflecting on that action, drawing conclusions from this reflection, and taking revised subsequent actions; and (3) using learning coaches to help guide the process of action and reflection while refraining from giving specific advice. The following distinct approaches to action learning have been identified: tacit school; scientific school; experiential school; and critical reflection school. When implementing action learning, practitioners are typically confronted by the following three dilemmas: (1) "weathering" the disorientation learners often feel when first exposed to action learning; (2) "trade-offs" in project design; and (3) resistance to action learning. Six strategies for overcoming these dilemmas are as follows: (1) providing patient and artful coaching; (2) using observations and reflective questions; (3) choosing action learning group participants carefully; (4) empowering action learning teams to identify solutions and act on problems submitted to them; (5) ensuring team diversity; and (6) allowing time for learning and learning coaching. (Contains 40 references.) (MN)

ED 441 132 CE 080 143

Organizations in Transition. Symposium 41. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 24p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Administrator Attitudes; Administrators; Adult Education; Banking; Case Studies; Decision Making; Economic Change; Educational Cooperation; Foreign Countries; Human Resources; International Cooperation; International Educational Exchange; International Programs; *Labor Force Development; Manufacturing Industry; Mergers; Models; *Organizational Change; *Organizational

appendixes: (1) lists of project staff, National Council of State Boards of Nursing advisory committee members, other contributors, and National Organization of Nurse Practitioner Faculties expert panel members; (2) model pharmacology/pharmacotherapeutics curriculum guidelines; (3) recommended regulatory criteria for evaluating family nurse practitioners desiring prescriptive authority; (4) examples of substances in schedules I-V; and (5) a list of organizations, groups, and individuals who provided comments on draft documents. (Contains 12 references.) (MN)

ED 441 150 CE 080 171

Meares, Carol Ann; Sargent, John F., Jr.
The Digital Work Force: Building Infotech Skills at the Speed of Innovation.
PUB DATE- 99
NOTE- 136p.; With contributions from Carl Shepherd, Marc Cummings, Cheryl Mendonsa, Kathleen Sullivan, Robert Roege, Douglas Devereaux, Cathleen Campbell, Sarah Endres, Kim Jackson, and David Cheney. Some colored tables/figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Associate Degrees; Career Change; College Programs; Community Colleges; Computer Science; Computer Science Education; Consultants; Corporate Education; Economic Climate; Education Work Relationship; Educational Needs; Educational Policy; Employment Patterns; Employment Projections; Enrollment Trends; Equal Opportunities (Jobs); Federal Government; Federal Legislation; Financial Support; Income; Independent Study; *Information Technology; Job Training; *Labor Force Development; Labor Market; Needs Assessment; Postsecondary Education; Private Sector; Proprietary Schools; *Public Policy; Recruitment; Regional Planning; Retraining; *Skill Development; Statewide Planning; Tables (Data); Technical Impact Studies
IDENTIFIERS- Impact Studies

This report is the product of an effort by the Office of Technology Policy to assess current and future needs for information technology (IT) workers through a comprehensive information-gathering project that included the following three activities: (1) nationwide regional meetings that included discussions with industry executives, representatives from academia, business leaders, students, and workers; (2) examination of a wide range of data on the IT workforce; and (3) regular monitoring of literature on the subject. The following are among the topics discussed in Chapters 1-9: (1) the challenge of developing the IT workforce; (2) the vital role of IT in the U.S. economy; (3) the business environment and its impact on the IT labor market; (4) the demand for core IT workers; (5) the supply of core IT workers; (6) indications of a tighter labor market; (7) state and regional perspectives; (8) a report of the National Dialogue on the Information Technology Work Force; and (9) answers the IT workforce challenge. Chapters 1-9 contain 45 tables/figures. Chapter 10 consists of four appendixes on the following four topics: (1) employment sectors for core IT workers; (2) core IT workforce distribution by industry; (3) core IT workforce distribution by occupation; and (4) state employment projections in core IT occupations for 1996-2006. (MN)

ED 441 151 CE 080 172

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Basic Skills; *Educational Improvement; Elementary Secondary Education; *Entrepreneurship; Hearings; Job Skills; Literacy Education; Postsecondary Education; *School Business Relationship; *Small Businesses; Success; Vocational Education
IDENTIFIERS- Congress 106th

This document highlights a congressional hearing on expanding the debate on education to involve small businesses as active participants. Opening statements of the following three United States (U.S.) senators are provided: Christopher S. Bond, John F. Kerry, and Olympia J. Snow. Testimony includes witness testimony, prepared statements, and other materials from individuals representing the American Management Association, New York, New York; Ball Publishing, Inc., Greenville, Ohio, and the U.S. Chamber of Commerce, Washington, D.C.; Albert Seisler Machine Corporation, Mohnton, Pennsylvania, and the National Federation of Independent Business, Washington, D.C.; State Farm Insurance Companies, Bloomington, Indiana, and the National Alliance of Business, Washington, D.C.; Lexington/Rockbridge Chamber of Commerce, Lexington, Virginia; and Department of Education of the Commonwealth of Massachusetts. (YLB)

ED 441 170 CE 080 210

Gill, Indermit S., Ed.; Fluitman, Fred, Ed.; Dar, Amit, Ed.
Vocational Education and Training Reform: Matching Skills to Markets and Budgets.
PUB DATE- 00
NOTE- 543p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accreditation (Institutions); Apprenticeships; *Budgets; Change Strategies; Delivery Systems; Developed Nations; Developing Nations; *Economic Climate; Economic Development; Education Work Relationship; Educational Administration; *Educational Change;
IDENTIFIERS- lic Policy; Retraining; School Business Relationship; Secondary Education; Strategic Planning; Student Financial Aid; Teacher Education; Training Methods; Unemployment; Unions; *Vocational Education; Work Experience Programs

This book contains 19 papers from a study of vocational education and training (VET) in 19 countries with different economic situations (transition economies, high-growth economies, low-growth economies). The papers focus on the following issues addressed in the study: (1) the countries' experiences in reforming national VET policies; (2) obstacles faced by the study countries as they attempted to implement VET policy adjustments in response to changing labor markets; and (3) innovative approaches to overcoming the identified obstacles in the various countries. The following papers are included: "Introduction" (Indermit S. Gill, Amit Dar, Fred Fluitman); "Hungary" (Martin Godfrey); "Poland" (Peter Grootings); "Czech Republic" (Peter Grootings); "Russian Federation" (Richard Johanson); "Kazakhstan" (Alan Abrahart); "China" (Peter R. Fallon, Gordon Hunting); "Indonesia" (Zafiris Tzannatos, Haneen Sayed); "Malaysia" (Hong W. Tan, Indermit S. Gill); "Republic of Korea" (Indermit S. Gill, Chon-Sun Ihm); "Chile" (Alejandra Cox Edwards); "Mexico" (Mari Minowa); "South Africa" (Adrian Ziderman, Arvil Van Adams); "Tanzania" (Amit Dar); "Zambia" (Fred Fluitman, Wim Alberts); "Arab Republic of Egypt" subject index.) (MKA)

ED 441 189 CG 029 988

Brackin, Taryn; Ferguson, Elizabeth; Skelly, Brian; Chambliss, Catherine
College Students' Use of Electronic Communication Technologies: Introverts versus Extraverts.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Electronic Mail; *Extraversion Introversion; Higher Education; *Technology

This paper discusses a study that examines the responses of introverted and extraverted college students (N=72) to the use of e-mail. Results show that extraverts use e-mail as a form of procrastination more than introverts and that extraverts find e-mail more disruptive to their work than introverts. No significant differences were found in terms of time spent on e-mail, but the range of time spent daily was much greater for extraverts. Neither were there significant differences for the number of times per day that participants checked their e-mail, nor on indicators of subjects' responsiveness to e-mail. However, ranges of responses varied. All participants perceived e-mail as generally valuable. Over two-thirds of respondents leave their computer on throughout the day. Nearly 90% communicate via e-mail at least daily and reported checking e-mail messages more than once a day on weekends as well. However, only 15% spend greater than an hour per day on e-mail. Over 90% report that e-mail at least occasionally disrupts their work and acknowledge their occasional use of e-mail to procrastinate. Over 95% report that junk e-mail bothers them; only 15% belong to discussion groups. An alarming 20% actually read less than half of the message they receive and only 7% reply to all of their e-mail. In contrast, two-thirds expect others to respond to message they send within a day. Nearly half believe that e-mail is secure and private, yet 50% report trying to avoid revealing personal information over e-mail. Roughly 10% see computer technology as always reliable and only 5% report experiencing technical difficulty when accessing e-mail. Only one-fourth feel frustrated and/or negative about needing to learn to use new software application. Overall, this study suggests that e-mail technology may be creating a greater burden for extraverts than for introverts. Topics for future research in this area are discussed. (MKA)

ED 441 190 CG 029 990

O'Connell, William R., Jr.
Report of a Study of Successful Programs of HIV Prevention Education in Colleges and Universities.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *College Programs; College Students; Colleges; Cooperative Programs; Health Education; Higher Education; Peer Counseling; *Prevention; *Sexuality; Universities

and provides overview of mental disorders in children. Chapter 4 reviews the current state of knowledge about mental health in adults, along with selected disorders. Chapter 5 reviews normal developmental milestones of aging and then considers mental disorders in older people. Chapter 6 examines what recent research has revealed about the organizing and financing of mental health services, as well as cost and quality of those services. Chapter 7 discusses the values underlying confidentiality, its importance in individual decisions to seek mental health treatment, and the legal framework governing confidentiality and potential problems with this framework. Chapter 8 reiterates the need to establish mental health as a cornerstone of general health, to place mental health treatment in the mainstream of health care services, and to ensure access to care. (Contains over 300 references, 31 tables, and 22 figures.) (JDM)

ED 441 210 CG 030 089

Promising Strategies To Reduce Gun Violence. OJJDP Report.
PUB DATE- 99
NOTE- 266p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Reports - Research/Technical (143)
DESCRIPTORS- Community Action; *Crime Prevention; Delinquency Prevention; *Gun Control; Guns; Improvement Programs; Research Reports; Secondary Education; Secondary School Students; Violence
IDENTIFIERS- *National Needs

In recent years, communities across the country have struggled to develop effective solutions to the problem of gun violence. Many have approached the United States Department of Justice for help in identifying solutions. This publication was developed in response to these requests. It is designed to provide state and local elected officials, school administrators, and law enforcement with the tools for fighting violence in their communities. A survey by the Department of Justice was conducted of 400 gun violence programs in the nation. Additional analysis of the programs yielded the 60 programs and comprehensive strategies that are included in this report. Sections 1 and 2 provide current data on the nature of gun violence and a blueprint for addressing the problem at the community level. Section 3 profiles several successful examples of gun violence reduction plans. Sections 4 through 7 are grouped according to the point of intervention along the three-phase continuum (illegal acquisition of firearms; illegal possession and carrying of firearms; illegal, improper, or careless use of firearms) that each seeks to address. Section 8 provides a range of program resources and contacts for communities to reduce gun violence. Sections 9 and 10 consist of references and appendixes. Appendixes include: "Geographical Index of Promising Gun Violence Reduction Strategies"; "Alphabetical Index of Promising Gun Violence Reduction Strategies"; "Matrix of Participating Key Agencies and Organizations"; "Candidate Programs Identified for the Inventory"; "Organizations and Sources Contacted for the Inventory"; and "Inventory of Promising Gun Violence Reduction Strategies." (Contains 71 references, 2 tables, and 4 figures.) (JDM)

DESCRIPTORS- Adult Education; Early Childhood Education;
Economically Disadvantaged; *Family Literacy; Family Programs;
Home Programs; *Literacy Education; *Parent Education; Program
Effectiveness; *Reading Programs
IDENTIFIERS- *Even Start

A study reports on the Nevada Even Start Family Literacy Program (NEST), which provides educational opportunities to parents and children as a family unit through core services such as adult, parenting, and early childhood education. Questions asked in the study were who the program serves, what services are received, how funding is allocated, how the program is implemented, and what results come from the program. Subjects included 328 families, comprised of 365 adults and 509 children. Results indicated that families are primarily poor and face multiple social and economic disadvantages. Findings suggest that the program foundation is laid, that important and needed services are being provided, and that the program positively affected participants in early childhood development, adult literacy, and parenting skills. Additional research will more accurately determine the benefits the program has upon families. (Contains 16 notes, and 36 tables and 14 figures.) (EF)

ED 441 231 CS 013 993

Nevada Even Start Family Literacy Program = Programa de alfabetizacion familiar Even Start de Nevada.
PUB DATE- 00
NOTE- 10p.; For the 1998-99 Nevada Even Start Family Literacy Projects Final Evaluation Report, see CS 013 992.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Early Childhood Education;
Economically Disadvantaged; *Family Literacy; Home Programs;
*Literacy Education; *Parent Child Relationship; *Parent
Education
IDENTIFIERS- *Even Start

Two pamphlets (one in English and one in Spanish) describe the Nevada Even Start (NEST) program, a home-based system designed to help parents become full partners in the education of their children and to help children and parents reach their full potential as learners. The pamphlets note that the program intends to break the cycle of intergenerational poverty and illiteracy by integrating four program components: child education, adult education, parent education, and parent and child interaction. The brochures list contact information for federally-funded and state-funded Even Start programs in Nevada. (EF)

ED 441 232 CS 217 082

Reid, Aurora
Success in the Vertical Classroom.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (Warwick, England, July 7-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

Appendixes contain spelling lists, interview questions, assessment instruments, 2 charts of data, and student spelling samples. (Contains 33 references.) (Author/RS)

ED 441 252 CS 217 120

Wiggins, Joy
The Effects of Peer Discussion on Intermediate Students' Level of Comprehension in Written Response.
PUB DATE- 00
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discussion (Teaching Technique); *Instructional Effectiveness; Intermediate Grades; Literature Appreciation; *Reading Comprehension; Writing Research
IDENTIFIERS- *Literature Circles; *Response to Literature

The purpose of this study was to evaluate the effects of literature circle discussions on students' written responses. Two main research questions guided data collection and analysis: (1) How does literature circle discussion around one book affect the students' written responses according to a comprehension taxonomy? and (2) Do literature circle discussions increase and expand students' level of understanding to elicit a more interpretative, analytical, evaluative, and/or appreciative written response? Data were collected through student pre-surveys, teacher anecdotal records, and evaluation of written response forms. Written responses were analyzed according to an adaptation of several taxonomies. This study provided evidence that literature discussion circles can help increase the complexity of students' level of comprehension in their written response. Although limited to five students focusing on one book, this study provides insights into the usefulness and practice of literature circles and written response in an elementary classroom. (Contains 34 references.) (Author/RS)

ED 441 253 CS 217 121

Darling, Diane Lind
A Comparison of Spelling Drill and Practice: Computer versus Paper and Pencil Activities.
PUB DATE- 00
NOTE- 38p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Comparative Analysis; Computer Assisted Instruction; Grade 3; *Instructional Effectiveness; Primary Education; *Spelling; *Spelling Instruction
IDENTIFIERS- Christian Schools

A teacher in a small Christian school noticed that many of her third grade students found the A Beka spelling drill rather tedious. Many Christian schools use the A Beka spelling curriculum with lessons based upon special phonetic sounds. The students are introduced to alphabetical order and dictionary skills. These skills seem appropriate and necessary for good spelling instruction. The classroom had several Apple IIe computers with "Spellevator" software. A study was conducted to see if the drill on the computer would work as well or better than the paper and pencil spelling drill. The computer provided immediate feedback on whether or not a word was spelled

Education (10th, Cape Town, South Africa, July 12-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Educational Administration; Educational Change; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Marketing; School Effectiveness; School Policy

This paper, by focusing on the application of marketing principles from the business environment to the educational environment, illustrates how educational management theorists have taken a generally accepted conceptual framework to maximize consumer satisfaction and competitive advantage and created a conceptual quagmire. The use of principles of business management is perceived by some as a method of transforming education at a micro level, thus leading to a more effective education. The text looks at marketing as applied in the business environment and the movement to apply marketing principles to the management of educational institutions. It examines the results of borrowing, arguing that the application of marketing principles has contributed to the understanding of communication between educational institutions and their surrounding communities. However, the contribution of this form of borrowing has not yet been used to its full potential in guiding and assisting equitable transformation. The perception that marketing is merely managerial communication still dominates, which means that the application of marketing principles is constrained within the discipline of educational management. The idea that marketer-client relationships exist between educators and the people they serve needs to be applied overtly and consciously. (Contains 46 references.) (RJM)

ED 441 273 EA 030 298

McClure, Phyllis
State Policies To Support Middle School Reform: A Guide for Policymakers.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Educational Change; Faculty Development; *Family School Relationship; Middle Schools; *Public Policy; *School Community Relationship; *School Restructuring; State Standards
IDENTIFIERS- Council of Chief State School Officers

This guide describes what states can do to support and encourage the fundamental restructuring of the education of young adolescents in the middle grades. Its framework is based on the eight principles for restructuring middle grade education developed in "Turning Points: Preparing American Youth for the 21st Century," prepared by the Carnegie Corporation Task Force on Education of Young Adolescents (1990). The guide illustrates state policies and actions that can help middle grade schools implement each principle. While this eight-part framework is an organizational aide to identifying specific actions for each principle, all principles are interrelated. State policies

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Behavior Disorders; Classroom Techniques; *Educational Strategies; Elementary Secondary Education; *Emotional Disturbances; Higher Education; Inclusive Schools; *Inservice Teacher Education; *Knowledge Base for Teaching; Postsecondary Education; *Preservice Teacher Education; Student Characteristics; Student Needs; Supervisory Methods; Teacher Education

The third in a series, this collection of previously published monographs examines the challenges of preparing teachers to work with students who have emotional and behavioral disorders (EBD). Monographs include: (1) "Issues in Training Teachers for the Seriously Emotionally Disturbed" (Frank H. Wood), which discusses preparing regular and special educators to meet the needs of students with EBD; (2) "Knowledge/Skills Needed by Teachers Who Work with Students with Severe Emotional/Behavioral Disorders: A Revisitation" (Lyndal M. Bullock, Lori L. Ellis, and Michael J. Wilson), which presents the results of a study that examined knowledge/skills statements used in teacher preparation programs for teachers of students with EBD; (3) "Supervision of Teachers of Students with Behavioral Problems in the School Setting: Special Considerations" (Louellen N. Essex), which discusses problem areas and outlines supervisory strategies to manage each; (4) "Intervention Research in Emotional and Behavioral Disorders: An Analysis of Studies from 1980-1993" (Glen Dunlap and Karen E. Childs); (5) "Full Inclusion and the Education of Children and Youth with Emotional and Behavioral Disorders" (Timothy J. Lewis, David Chard, and Terrance M. Scott); (6) "Implementing Comprehensive Classroom-Based Programs for Students with Emotional and Behavioral Problems" (Andrew L. Reitz); and (7) "The Characteristics and Needs of Inner City Pupils: Implications for Teachers of the Behaviorally Disordered" (Mary Lynn Cantrell). (Monographs contain references.) (CR)

ED 441 294 EC 307 809

Fernandez, Roy C.; O'Connor, Carol
Attention Deficit Disorder: Two Mothers' Perceptions.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attention Deficit Disorders; *Biofeedback; *Decision Making; *Drug Therapy; Family Characteristics; Junior High Schools; Mothers; Outcomes of Treatment; *Parent Attitudes; *Parent Child Relationship

This report discusses the outcomes of a study that investigated the decision-making process of two mothers' selection of treatment for their sons' attention deficit disorder (ADD). One mother opted for a medical treatment, and the other mother opted for a non-medical treatment. The boy who is medically treated is 14, and the non-medically treated boy is 12. Findings from the study indicate: (1) as toddlers both boys exhibited similar behavior patterns that both mothers considered to be out of the norm; however, they did not act on them until the boys entered elementary school, when they were advised by teachers to have their children evaluated for ADD; (2) the medically treated boy was examined and evaluated by a neurologist, while the non-medically treated boy was not; (3) the main difference in the treatment selection process of both mothers was the perception of the negative effects of drug vocational training, transition training, and wrap-around planning. (Contains 42 references.) (CR)

ED 441 313 EC 307 830

King-DeBaun, Pati
Using Stories To Promote Beginning Communication/Language and Emergent Literacy Learning.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Southeast Augmentative Communication Conference (20th, Birmingham, AL, October 1-2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Augmentative and Alternative Communication; *Communication Disorders; *Communication Skills; Elementary Secondary Education; Emergent Literacy; Inclusive Schools; Language Acquisition; Literacy; *Mental Retardation; Reading Aloud to Others; Severe Disabilities; *Story Reading; *Story Telling
IDENTIFIERS- *Scaffolding

This paper discusses how to use stories to promote beginning communication and language in students with severe communication and/or cognitive impairments. It describes a layering approach for building emergent literacy and augmentative and alternative communication skills. This layering approach is used with professional staff to introduce strategies or layers of facilitation techniques including technology in a gradual manner. The approach is designed to allow consultants to address the needs of a broad range of students, reinforce layers that already exist within a particular classroom or program, and/or compliment or move the facilitator to the next level or layer of implementation techniques. The paper begins by providing general philosophies on using stories to support language and literacy development and then describes the following layers for implementing aided-language stimulation techniques: (1) supported story retelling; (2) supported story readings; (3) supported story retelling; (4) independent story readings; (5) supported story construction; and (6) skill development, including word matching, phrase matching, phonemic awareness, and recognizing punctuation. Strategies for using books for learning in inclusive settings are also addressed. (Contains 11 references.) (CR)

ED 441 314 EC 307 831

Mokhemar, Mary Ann
The Central Auditory Processing Kit TM . Book 1: Auditory Memory and Book 2: Auditory Discrimination, Auditory Closure, and Auditory Synthesis and Book 3: Auditory Figure-Ground, Auditory Cohesion, Auditory Binaural Integration, and Compensatory Strategies.
PUB DATE- 99
NOTE- 548p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diversity (Student); Elementary Secondary Education; *English (Second Language); Lesson Plans; *Limited English Speaking; Models; *Professional Development; Second Language Instruction; Second Language Learning; Teacher Education; *Teacher Evaluation; Teaching Methods
IDENTIFIERS- Content Area Teaching; *Sheltered English

This paper introduces a research-based model of sheltered instruction that promotes teaching practices that make teachers more effective in promoting the learning of limited-English-proficient (LEP) students. The model is instantiated in an observation instrument, the Sheltered Instruction Observation Protocol (SIOP). The SIOP may be used as part of a program for preservice and inservice professional development, as a lesson planner for sheltered content lessons, as a training resource for faculty, and as an observation and evaluation instrument for site-based administrators and researchers who evaluate teachers. This paper presents ways that the SIOP was used to observe and document teachers' implementation of the model in diverse classrooms. Sheltered instruction is an approach for teaching content to English language learners in strategic ways that makes the subject matter comprehensible while promoting students' English language development. The model presented here is intended to provide guidance on the best practices in sheltered instruction, grounded in two decades of classroom based research, the experiences of competent teachers, and findings from the professional literature. (Contains 19 references.) (KFT)

ED 441 335 FL 026 256

Shaul, Marnie S.
Public Education: Title I Services Provided to Students With Limited English Proficiency. Report to Congressional Requesters.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; English (Second Language); *Federal Aid; Federal Legislation; *Interviews; *Limited English Speaking; Second Language Instruction; Second Language Learning; *Student Evaluation; Teacher Qualifications; Teacher Shortage
IDENTIFIERS- Cicero School District 99 IL; Content Area Teaching; *Elementary Secondary Education Act Title I; Monroe County School District FL; Paradise Valley Unified School District AZ; Phoenix Elementary School District 1 AZ; Rockford School District 205 IL; San Antonio Independent School District TX

This report investigates the role of Title I federal funding in helping to educate the estimated 3.5 million limited English proficient (LEP) K-12 students in the United States. Specific questions to be addressed include the following: How many LEP students are being served through targeted and schoolwide Title I programs? How are LEP students being served with targeted and schoolwide Title I programs? How many Title I teachers in schools serving LEP students are bilingual or have other specialized training in teaching these students? What accommodations do states allow for LEP students in taking academic assessments, including offering tests in their native language, and to what extent are these students participating in academic assessments? To answer these questions, in addition

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Distance Education; *English (Second Language); *Instructional Effectiveness; Instructional Materials; Interactive Television; Limited English Speaking; Program Effectiveness; Program Evaluation; Second Language Instruction; Second Language Learning

This study evaluated the effectiveness of the Crossroads Cafe program, an instructional program for adults that promotes a nontraditional learning environment with limited intervention by a professional teacher. It studied 475 limited-English-proficient (LEP) adult learners using Crossroads Cafe videotapes and text materials under field conditions for at least 13 weeks at 10 different sites across New York State. The instructional materials included 26 half hour videos supported by textbooks and other ancillary materials. The learners were pre-tested and then randomly assigned to one of three learning conditions: distance learners, LEP adults who worked at home with videos and text materials and had occasional telephone and mail contact with a teacher; hybrid learners, who worked at home like distance learners but also met weekly or biweekly with a teacher; and controls, LEP adults who did not participate in any formal English language learning program during the experimental period. Of the LEP adults, 57.5% returned for post-testing. The research questions included the following: Did the hybrid and distance groups perform significantly better than the control group? Did either the hybrid or distance group score significantly higher than the other on these tests? Ancillary questions inquired if in general any group felt much more confident or capable in English. General conclusions were that both the hybrid and distance learners achieved significantly more robust gains than the control group, though not significantly different scores from one another. Listening gains were less impressive. This report provides substantial quantitative data backing up its conclusions, including numerous charts, figures, and diagrams. (Contains 22 references.) (KFT)

ED 441 354 FL 801 376

Seufert, Peggy
Welcome to the USA Trainers Notebook: Activities and Handouts To Accompany the Welcome Video.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Population, Refugees, and Migration.
PUB DATE- 00
NOTE- 103p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Acculturation; Adult Education; Arabic; *Audiovisual Aids; English (Second Language); French; *Immigrants; *Instructional Materials; Language Minorities; *Learning Activities; Native Speakers; Persian; *Refugees; Resource Materials; Russian; Second Language Instruction; Second Language Learning; Serbocroatian; Somali; Spanish; Uncommonly Taught Languages; Vietnamese

This guide accompanies a videotape that can be used as a tool to help prepare refugees for their life in the United States. The trainers who use this guide can help refugees to process the information that is presented in the video and relate it to

Faculty Mentoring Program: Pittsburgh Technical Institute,
Faculty Development Center.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (Orlando, FL, December 12-15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Collegiality; *Faculty Development; *Faculty Evaluation; Higher Education; Interprofessional Relationship; *Mentors; Merit Rating; Program Descriptions; Program Design; Recognition (Achievement)
IDENTIFIERS- Pittsburgh Technical Institute PA

This paper describes the structured faculty mentoring program at the Pittsburgh Technical Institute (Pennsylvania), which is designed to provide a system of support for new faculty, who encounter many stressful situations on a daily basis, and provide guidance and encouragement. One of the primary goals of the program is to improve the quality of instruction, with the ultimate goal of benefiting students and the institution. Some of the possible benefits of the program include increased student retention and graduation rates, higher levels of faculty satisfaction, and lower rates of faculty attrition. In addition to the brief introductory material, the paper includes information on applying for a faculty mentor position, and explains the institution's teaching philosophy; faculty mentor responsibilities (including teaching responsibilities, working with mentees, and completing activity reports); desired faculty mentor traits; eligibility; request process; and salary range. The application form asks the applicant to respond to questions on why he or she wants to be a mentor, on teaching and classroom observation experiences, on personal characteristics, and on professional development. The final portion of the document is a syllabus for the faculty mentor development program. (RH)

ED 441 373 HE 032 849

Dyer, Beverly G.; Miller, Michael T.
Administrative Challenges and Response Strategies to the Job Performance of Marketing Department Chairs.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Effectiveness; *Administrator Responsibility; *Administrator Role; Business Responsibility; Colleges; Community Responsibility; *Department Heads; Educational Needs; Educational Quality; Higher Education; Job Skills; Leadership Styles; *Marketing; *School Business Relationship; Surveys; Universities

This study reports on the job challenges and corresponding response strategies that department chairs at graduate and undergraduate colleges and universities encounter and rely upon. Literature and research related to marketing department chairs, marketing education, and marketing majors indicates that business schools have come under attack by business leaders who call for marketing chairs to emphasize teaching excellence, establish relationships with business, and develop

Scientist's Perspective" (Steve Oppenheimer); and "My K-16 Involvement" (Jack A. Seilheimer). (Some papers contain notes. Contains 17 references.) (SM)

ED 441 392 HE 032 881

Driscoll, Amy; Lynton, Ernest A.
Making Outreach Visible: A Guide to Documenting Professional Service and Outreach. AAHE Forum on Faculty Roles and Rewards.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Massachusetts Univ., Boston. New England Resource Center for Higher Education.
PUB DATE- 99
NOTE- 232p.; For a companion volume, "Making the Case for Professional Service," see ED 406 956.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *College Faculty; College Role; Community Services; *Documentation; Higher Education; *Outreach Programs; Portfolios (Background Materials); *Professional Services; Scholarship; Teacher Role

This guidebook is intended to help faculty and administrators, and departments and schools, document faculty professional service and outreach, offering detailed examples of work from various universities. Following a Foreword by R. Eugene Rice, short introductory chapters make the case for professional service, define professional service/outreach, offer recommendations for study and development of documentation, examine the issues from an administrative perspective, and look at future challenges. Sixteen prototype portfolios covering the following disciplines make up the bulk of the document: anthropology, art, biology, business, education, engineering, history, landscape architecture, nursing, political science, psychology/research, public affairs, and veterinary science. Titles include: "Challenges to Community Building in Memphis--Hearing New Voices and Charting New Paths for Urban Development" (Stan Hyland); "Creating Identity" (Susan Agre-Kippenhan); "A Professional Development Workshop for High School Biology Teachers" (Florence Juillerat); "Faculty Development in International Business" (Ben L. Kedia); "The 'Swampy Lowlands' or Academic 'High Grounds': Where Is the Scholarship in New Faculty Roles?" (Dannelle D. Stevens); "Tapping into Teachers' Dedication: The Tropical Rain Forest Field Experience" (Michael R. Cohen); "Enhancing Teacher and Student Learning through Collaborative Inquiry" (Cheryl L. Rosaen); "Earthquake Loss Estimation and Mitigation in Portland, Oregon: A Methodology for Estimating Earthquake Losses, and Retrofit Prioritization of Buildings" (Franz Rad); "Collaborations: The Portland YWCA and Women's History, 1901-2001" (Patricia A. Schechter); "Bringing Scholarship to the Public: The Academic Practitioner" (Warren J. Rauhe); "The Broadway Shalom Wellness Center: Reaching Traditionally Difficult-to-Access Inner City Population" (Sandy C. Burgener); "Free the Children: Testing the Capacity and Methods for Locally Based Efforts To Address Poverty" (David N. Cox); "Evaluation of School Restructuring" (Steven M. Ross); "Reforming the Process of Change" (Pennie G. Foster-Fishman); "Delinquent Youths and Their Futures: Can Outreach on the Part of the University Make a Difference?" (G. Roger Jarjoura); and

Byrum, John D.
Inclusion of Information Covering Electronic Resources in National Bibliographies: Results of a Survey Conducted May-June 1998.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674. Produced with the assistance of Patricia Myers-Hayer.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Bibliographies; Cataloging; Electronic Libraries; Electronic Publishing; Foreign Countries; Internet; Library Surveys; Multimedia Materials; *National Libraries
IDENTIFIERS- *Electronic Resources; Legal Deposit; *National Bibliographies; Remote Access; United States

This paper reports on the results of a survey conducted in spring 1998 to ascertain the extent to which National Bibliographic Agencies (NBAs) were providing coverage of publications in electronic formats. A total of 61 institutions, representing agencies in 59 countries, replied to the questionnaire. NBAs representing 34 countries indicated current coverage of at least one type of electronic resource. In most cases, national bibliographies including electronic resources began in the mid-late 1980s, in some cases expanding coverage to include remote access and interactive multimedia in the mid-1990s. Those that acquire electronic resources generally depend on Legal Deposit legislation, which is in a state of flux in many jurisdictions as laws are being updated to expand coverage. Of those already providing coverage for electronic materials in their national bibliographies, 28 reported that they will expand coverage of electronic materials in the future. Of those that currently do not provide coverage for any electronic materials, 22 are planning to initiate activity in this area in the near future. The survey included a series of questions on materials available through remote access. These are discussed, and research projects and reports related to electronic materials are identified. A follow-up investigation is recommended. (MES)

ED 441 415 IR 057 686

Byrum, John D.
ISO 639-1 and ISO 639-2: International Standards for Language Codes. ISO 15924: International Standard for Names of Scripts.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alphabets; Cataloging; *Coding; *Languages; *Standards
IDENTIFIERS- International Organization for Standardization; *International Standards

This paper describes two international standards for the representation of the names of languages. The first (ISO 639-1), published in 1988, provides two-letter codes for 136 languages and was produced primarily to meet terminological

UNESCO (United Nations Educational, Scientific, and Cultural Organization) and ISO (International Organization for Standardization). (Author/MES)

ED 441 436 IR 057 707

Ntunja, A.; Gabriel, L.
Forming a New Information Services Section: A Case Study--Parliament of the Republic of South Africa.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Case Studies; Foreign Countries; Government (Administrative Body); *Government Libraries; Information Processing; *Information Services; Information Technology; Legislators; *Library Development; *Organizational Development; Research; Users (Information)
IDENTIFIERS- *Parliamentary Libraries; South Africa

The South African Library of Parliament and Research unit has devoted considerable time and money to improving its research and library services for members, committees, and management of Parliament. The Library and Research Units have recently restructured and re-designed services and information products, engaging in collection development policy, stock-taking and weeding, upgrade of the information technology infrastructure, and changes of the organizational structure to reflect the newly formed Information Services Section (ISS). The aim was to create an ISS that will facilitate the work of members, committees, and management of Parliament by gathering, analyzing, and disseminating relevant information in a non-partisan, easily accessible, and understandable format. This paper presents a case study of the formation of the ISS. Topics covered include historical background, unified information service, information processing, the benefits of parliamentary information service, and information technology. (Author/MES)

ED 441 437 IR 057 708

Gale, Gillian; Morley, Jillian; Wallis, Linley
RVIB Library & Information Services--Services to Children.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Braille; Children; *Childrens Libraries; Foreign Countries; *Information Services; Library Materials; Public Libraries; *Special Libraries; *User Needs (Information); Users (Information); *Visual Impairments
IDENTIFIERS- Australia (Victoria); *Royal Victorian Inst for the Blind (Australia)

RVIB (Royal Victorian Institute for the Blind) Library & Information Services is one of five business units of RVIB, an agency that has been providing services since 1866 to people in

Learning

This paper starts by exploring the definition of knowledge and knowledge management; examples of acquisition, creation, packaging, application, and reuse of knowledge are provided. It then considers the partnership for knowledge management and especially how librarians as knowledge professionals, users, and technology experts can contribute to effective knowledge management. It is concluded that knowledge professionals will have to move from the background to the center of the organizational stage to jointly hold the reins of knowledge management. (Contains 16 references.) (Author/MES)

ED 441 459 IR 057 730

Krueger, Susanne; Schmitt, Rita
Reading Ability and the New Technology--Developments in Germany.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Childrens Libraries; Computer Assisted Instruction; Creative Activities; Cultural Differences; Educational Technology; Elementary Secondary Education; Foreign Countries; *Internet; Learning Activities; Library Policy; *Library Role; *Library Services; Library Statistics; *Multimedia Materials; Optical Data Disks; *Public Libraries; *Reading Ability
IDENTIFIERS- Germany; *Media Education; Technology Utilization

This paper begins by examining various aspects of children's and young people's reading ability and the new media, including children's media use and ownership, as well as multicultural aspects. The way public libraries see their role in the teaching of media skills is then considered, including well-developed reading ability as a prerequisite of media skills competence, providing media access and teaching media skills, and library policy positions; the statistics on the library provision of new media with special reference to service for children and young people are also discussed. The following principles of media education activity in children's libraries are summarized: a play-centered approach; an activity-centered approach with emphasis on the child's own actions; the integration of all media forms; and the presentation of the library's media range. It is noted that the variety of media skills teaching activities in children's libraries far outshines actual media provision, and several practical examples are provided, including the creation of special links lists for children in the Internet, creative activities for getting to know new media forms, and creative activities for new media production. (MES)

ED 441 460 IR 057 731

Lamble, William H.
Genealogical Geography: Place Identification in the Map Library.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English

Panyarachun, Anand
Reaching the Information Gateways: An Unfinished Task.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Children; Computer Literacy; Developing Nations; Elementary Secondary Education; Foreign Countries; Global Approach; *Information Technology; Internet; *Library Development; *Library Role; *Library Services
IDENTIFIERS- *Equal Access; Information Infrastructure; Thailand

This paper discusses information gateways and equal access to information. Highlights include: the development of the physical infrastructure of libraries; globalization as it relates to the use of software; Internet controls such as the Children's Online Privacy Protection Act; the psycho-social component of libraries; computer literacy and languages as essential tools for children to learn; the role of librarians; disparities between elite schools and poor schools in Thailand; the information technology gap between nations; an enlightened society as a learning society and libraries as gateways to knowledge sources; and actions focusing on equal access to information. (MES)

ED 441 483 IR 057 754

Parent, Ingrid
An Update on the ISBD(s) Working Group.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographic Records; *Cataloging; *Electronic Publishing; Guidelines; Library Associations; *Serials; Standards
IDENTIFIERS- International Federation of Library Associations; *International Standard Bibliographic Description; International Standards

This paper discusses the work of the International Federation of Library Associations (IFLA) International Standard Bibliographic Description (ISBD) working group. The first section provides background on ISBDs and the revision process. Reasons for the current need for an ISBD working group are summarized in the second section, including the changing concept of what is considered a serial, as well as the appearance of electronic publications and electronic journals. The third section describes the membership of the working group, and issues identified for study are listed in the next section. The fifth section summarizes activities related to ISBD revision that have a direct impact on the work of the group, as well as the following related issues: defining two types of publications (i.e., finite and continuing); recording of the source of title, statement of responsibility, and

teachers intend to go on developing the curriculum on this basis. (Author/MES)

ED 441 504 IR 057 775

Stueart, Robert D.
The Economic Crisis and Other Challenges in Accessing Science and Technological Information in Asia.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Copyrights; Developing Nations; *Economic Factors; Foreign Countries; *Information Services; Information Systems; Library Collection Development; Problems; Scholarly Journals; *Scientific and Technical Information
IDENTIFIERS- Asia

This paper discusses access to scientific and technical information in Asia. The first section considers the economic crisis, including the growth in information service as a major indicator of the success or failure of the economies of developing countries. Libraries' response to the economic crisis is addressed in the second section, including cancellation of journal titles and copyright issues. The following challenges to access are summarized in the third section: (1) uneven distribution of wealth in the area: (2) the role of cultural issues; (3) problems posed by lack of organized access; (4) lack of technological sophistication; (5) view of copyright as denial of access; and (6) lack of a critical mass of professionals. The appendix notes recent development of systems to access scientific and technical information in Bangladesh, China, India, Indonesia, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam. (MES)

ED 441 505 IR 057 776

Tilke, Anthony
The Role of the School Librarian in Providing Conditions for Discovery and Personal Growth in the School Library. How Will the School Library Fulfil This Purpose in the Next Century?
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; Discovery Learning; Elementary Secondary Education; Faculty Development; Individual Development; *Job Skills; *Librarian Teacher Cooperation; *Librarians; Library Development; *Library Role; Media Specialists; *School Libraries

This paper looks at the skills and competency base of the school librarian. The paper contends that these attributes are necessary if the school library is to be in a position to encourage the development of discovery and personal growth for

ED 441 526 JC 000 365

Windham, Patricia
Florida Public High School Class of 1993-94.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Associate Degrees; *Community Colleges; *Degrees (Academic); *Enrollment; High School Graduates; Institutional Research; Longitudinal Studies; Outcomes of Education; Statewide Planning; Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Florida Community College System

This report presents the results of a longitudinal study of 1993-94 graduates of Florida's public high schools who enrolled in the Florida Community College System (FCCS) between fall 1994 and spring 1999. The study focused on three questions: (1) how many members of the class of 1993-94 were enrolled in the FCCS from 1994 to 1999? (2) What did the students want to achieve? and (3) What was the relationship between student intent and awards earned? The total enrollment of 1993-94 graduates during the 5-year period was 46,773. Enrollment ranged from a high of 31,331 in 1994-95 to 14,277 in 1998-99. Of the total enrollment, 69.7 percent of students wanted to earn an Associate of Arts (AA) degree at some point, 18.5 percent wanted to earn an Associate of Science (AS) degree, 4.8 percent sought a vocational certificate, and 1.3 percent a credit certificate. Students earning an AA degree changed their intent less often than those earning an AS or certificate did. Four tables include: (1) public high school class of 1993-94 attendance in FCCS by program intent and award earned; (2) student intent by award received for AA, AS, credit certificate, and vocational certificate; and (3) award earned by award intent. (RDG)

ED 441 527 JC 000 366

Windham, Patricia
Accountability in the Year 2000.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Access to Education; College Transfer Students; *Community Colleges; Degrees (Academic); Ethnicity; Higher Education; Institutional Research; *Outcomes of Education; Remedial Programs; Statewide Planning; Student Characteristics; *Two Year College Students
IDENTIFIERS- *Florida Community College System

This report examined four accountability measures for the Florida Community College System based on data from 1993-1998: (1) access, retention, and success; (2) performance of Associate of Art (AA) degree holders in the State University System (SUS), (3) success rate of students entering college preparatory courses; and (4) success of students in meeting the requirements of the College Level Academic Skills Test (CLAST). During the 5-year period, the percentage of White students declined from 61.42 to 57.18 percent, Black students increased from 15.41 to 17.74 percent, and Hispanic students increased from 19.98 to 21.44 percent. Retention rates ranged from 54 to 77 percent, depending on degree sought and ethnicity. Success different licensure/certification exams ranged from 83 to 100 percent. Sections in the report include: Introduction, Performance Indicators, Accomplishments, and Conclusion. (RDG)

ED 441 547 JC 000 392

Minority Achievement Report.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Administrators; *Black Students; Black Teachers; Community Colleges; *Enrollment Trends; *Minority Groups; *Outcomes of Education; Two Year Colleges; Undergraduate Students
IDENTIFIERS- *Prince Georges Community College MD

This report summarizes the achievements of Prince George's Community College (PGCC) with regard to minority outcomes. Table 1 summarizes the undergraduate enrollment trends for African Americans as well as total minorities from fall 1994 through fall 1998. Both the headcount number of African American students and the proportion of African American students to the total student population has steadily increased over the period 1994-1998. Table 2 summarizes the success rates for both African American students and all minority students. The trends show that the success rate, as measured by graduating or transferring within 4 years, for both groups is higher for the 1994 cohort. Table 3 shows trends in African American full-time faculty and executive/managerial staff from fall 1994 to fall 1998. The percentage of African American full-time faculty continues to fall below the benchmark of 25%. The number of African Americans in executive/managerial positions on campus has grown considerably. Table 4 shows the percentage of African American students who have achieved success as a student in good standing over a period of years. The success rate of African American students has increased over time. Following the four tables, the report describes some of the activities PGCC has implemented to help minority achievement, organized under headings of activities designed to improve minority enrollment, minority retention and graduation rates, and minority employee recruitment and professional development. (VWC)

ED 441 548 JC 000 393

Underprepared Students: Placement, Enrollment, and Achievement. Enrollment Analysis.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; Educationally Disadvantaged; *Enrollment; *Outcomes of Education; *Remedial Instruction; Student Needs; Two Year Colleges
IDENTIFIERS- *Prince Georges Community College MD

As the most recent update of the profile of underprepared students, this enrollment analysis examines: (a) the basic skills deficiencies of the fall 1998 entrants; (b) the basic skills deficiencies of the new county high school graduates within the entrant cohort; (c) the fall 1998 collegewide developmental course enrollment; and (d) the developmental needs. Part 2 presents three speakers emphasizing screening, testing, and assessment. Part 3 features presentations by three early childhood practitioners regarding the use of a portfolio system for student assessment, administrative support, and the necessity for good instructional planning. The accompanying 23-page guide is presented in 3 sections. Section 1 of the guide details how the program should be used and includes information on additional readings. Section 2 focuses on study groups, describes the videotape content, and includes issues and questions for discussion and additional information for further discussion for each section of the videotape. Section 3 concerns self-directed study with the videotape and contains questions for reflection, prompts for referencing data and information, and space for journal writing and other solo exercises. (KB)

ED 441 567 PS 028 550

Blum, Holly; D'Arcangelo, Marcia
The Brain and Early Childhood: Facilitator's Guide with
  Videotapes .
PUB DATE- 00
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Brain; Developmentally Appropriate Practices;
  *Early Childhood Education; *Early Experience; *Educational
  Practices; Leaders Guides; Play; Videotape Recordings;
  Workshops; *Young Children
IDENTIFIERS- *Brain Development; Neurosciences

Recent advances in neuroscience have engaged the interest of early childhood educators who believe that the more we know about the brain, the better able we will be to influence learning. This workshop facilitator's guide and set of two videotapes are designed to assist educators, students, caregivers, parents, and those providing services to young children and their families in using information about the brain to facilitate the growth and development of the young child. The materials provide information about research on the brain and the implications for teaching and learning. The facilitator's guide is presented in four sections: (1) an introduction presenting an overview of the philosophy, principles, and research pertaining to the brain, learning, and early childhood education; (2) four workshop agendas, including the time guide, materials list, and information to organize and conduct the workshops; (3) handouts and overheads; and (4) readings and resources for copying and distributing to workshop participants. Workshops range in length from 1 hour 15 minutes to 2 hours 45 minutes, including a videotape segment of approximately 35 minutes each. The first videotape, "A Mind of Their Own," explains recent research about how the brain works and factors influencing growth and development. The second videotape, "The Act of Learning," examines the importance of providing a continuum of developmentally appropriate educational experiences for young children, with a focus on play as a brain-compatible teaching and learning tool. The facilitator's guide contains 20 references. (KB)

ED 441 568 PS 028 553

Peter, Val J.
Dealing with Your Kids' 7 Biggest Troubles: Lying, Cheating,

Kasenally, Kursheed Ali
Polytechnic Education in Mauritius.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; *Curriculum; *Developing Nations; *Educational Finance; *Educational Needs; Foreign Countries; Futures (of Society); Labor Force Development; Postsecondary Education; *Skilled Occupations; *Technical Education; Technical Institutes
IDENTIFIERS- *Mauritius

This paper provides an overview of education for middle-management-level technicians at the Diploma Level in Mauritius. It describes the educational program provided by these three institutions: the Lycee Polytechnique Sir Guy Forget, Flacq; the Maharishi Dayanand Polytechnic; and the Institut Polytechnique de Rose Hill. It focuses on their courses, numbers of graduates, financial support, and recruitment practices. The paper concludes that the main challenge for Mauritius will be to prepare the stakeholders (including government, employees, workers, the institutions, and the trainers) for the technology-based work environment that will become necessary if Mauritius is to retain its competitiveness in the changing world market. The polytechnics aim to achieve this objective by continuously revising their training policies. (KC)

ED 441 078 CE 080 075

Asensio, Mirela, Ed.; Foster, Jonathan, Ed.; Hodgson, Vivien, Ed.; McConnell, David, Ed.
Networked Learning 2000: Innovative Approaches to Lifelong Learning and Higher Education through the Internet. Proceedings of the International Conference (2nd, Lancaster, England, April 17-19, 2000).
PUB DATE- 00
NOTE- 404p.; Financial support provided by UK Joint Information Systems Committee, UK Teaching and Learning Technology Programme, and UK University for Industry.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Programs; Adult Students; *College Programs; Communication Research; Computer Uses in Education; *Distance Education; Educational Practices; *Educational Technology; Foreign Countries; Higher Education; *Internet; *Lifelong Learning; Networks; *Teaching Methods
IDENTIFIERS- United Kingdom

This document contains 59 papers presented at a conference in England on approaches to lifelong learning and higher education through the Internet. Representative papers include the following: "The University of the Highlands and Islands Project: A Model for Networked Learning?" (Veronica Adamson, Jane Plenderleith); "The Costs of Networked Learning--An Interactive Workshop" (Charlotte Ash, Paul Bacsich); "An Investigation and Design of Networked Learning in Inner-City Leeds" (Tim Barker, Rachel Pilkington); "Institutional Readiness for Implementing Network Technology" (Aidan Black, Hazel Derbyshire, Jackie Knowles O'Keefe, Phil Poole, Merce Rius Riu, Jie Shen); "Effective Delivery of On-Campus Networked

Teaching Methods
IDENTIFIERS- Louisiana State University; Moi University (Kenya)

This packet contains three papers from a symposium on evaluating university human resource development (HRD) programs. The first paper, "Where Have All the Young Ones Gone? An Analysis of the Graduates of an Human Resource Development Program" (Douglas H. Smith, Jo D. Gallagher), reports the results of a survey of graduates between 1998 and 1999. Forty graduates responded, relating that more than 90 percent are working in HRD or a related field. They indicated the program enabled them to adequately carry out their responsibilities and identified weaknesses in the program (which are now being addressed), along with key competencies needed by graduates. The second paper, "Effective Strategies for Recruiting College Students: The Case of Louisiana State University College of Agriculture" (Fredrick Muyia Nafukho, Michael F. Burnett), reported on a study made to determine effective recruitment strategies for a university agriculture program. Data collected from 226 prospective freshman showed that substantively and statistically significant models exist that enhanced the researchers' ability to explain enrollment status. The study suggested enrollment modeling as a basis for enrollment management. The final paper, "Innovative Techniques in the Training of Health Professionals: The Case of Moi University, Faculty of Health Sciences, Kenya" (Simon Kangethe, Fredrick Muyia Nafukho, Alfred M. Mutema), argues that innovative teaching and learning methods are quickly replacing the traditional methods that were characterized by straight lectures, large group demonstrations, and apprenticeships, with the current emphasis being on placing the learner at the center of the learning process, and the responsibility shifting from the teacher to the learner. The training of health professionals in Kenya is the setting for the discussion. The papers contain reference sections. (KC)

ED 441 096   CE 080 107

Assessing the Learning Organization. Symposium 10. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 24p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Business Administration; Educational Needs; Human Resources; *Labor Force Development; *Learning Strategies; *Organizational Development; Program Effectiveness; Staff Development
IDENTIFIERS- *Learning Communities

This packet contains three papers from a symposium on assessing the learning organization. The first paper, "Relationship between Learning Organization Strategies and Performance Driver Outcomes" (Elwood F. Holton III, Sandra M. Kaiser), reports on a study of a new learning organization assessment instrument that was administered to 440 employees (53 percent response rate) at a large nuclear power plant anticipating extensive changes. Reliability and validity of the instrument were established and the study showed that the instrument predicted 70 percent of perceived innovation. The second paper, "An Empirical Assessment of the Relationship between the Learning Organization and Financial Performance" (Andrea D. Ellinger, situations; it offers a method for collaborative discussion and problem defining and solving; and it can be used to prepare novice and preservice HRD students for the realities of the HRD profession. (Contains 11 references.) (MN)

ED 441 114 CE 080 125

Poster Sessions. Concurrent Poster Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 24p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Adult Education; Computer Uses in Education; Corporations; *Delivery Systems; Education Work Relationship; Educational Practices; Educational Theories; Global Approach; Graduate Study; Higher Education; Human Resources; Information Needs; Internet; *Labor Force Development; Marketing; Models; Organizational Climate; *Organizational Development; Pamphlets; Professional Continuing Education; Study Abroad; *Theory Practice Relationship; *World Wide Web
IDENTIFIERS- *Educational Marketing; *Learning Organizations

This document contains presentations from four poster sessions at a conference on human resource development (HRD). "Human Resource and Organization Development Program Brochures: What Prospective Students Want" (Rose Opengart, Mary Wilson Callahan) reports on a study of promotional materials of graduate programs in the field of human resource and organization development that resulted in the following recommendations for brochure effectiveness: include abundant information on faculty and students; list specific courses available; indicate the availability of graduate assistantships; provide information on location of the university; and offer clear, concise, and easy-to-read material. "Web-Assisted Foreign Study Model" (James J. Kirk) depicts a foreign study instructional delivery model that combines marketing and delivery of international instruction with on-site visits in a foreign country. "Creating the Global Learning Organization (GLO)" (Gary N. McLean, Amy S. Tolbert, Ray C. Myers) is an action research model designed to assist United States-based corporations in creating an organizational culture that is globally inclusive in theory and practice at all levels. "Organizational Alignment Theory Updated: Poster Presentation" (Steven W. Semler) presents an overview of Semler's theory of organizational alignment, discussion of how and why it works, several theoretical propositions, a conceptual and diagnostic alignment model, and implications for practice. The papers contain reference sections. (MN)

ED 441 115 CE 080 126

Developing Employee Competence. Symposium 25. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 28p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Development; Performance Factors; Research Methodology; *Small Businesses; Strategic Planning; Success; Trend Analysis; *Work Environment
IDENTIFIERS- *High Performance Work Organizations; Oklahoma; Russia

This document contains three papers from a symposium on organizations in transition that was conducted as part of a conference on human resource development (HRD). "Human Resource Development in an Industry in Transition: The Case of the Russian Banking Sector" (Alexander Ardichvili, Alexander Gasparishvili) reports on a study documenting issues and problems faced by the HRD system in the Russian banking industry, identifies trends in the system's development, and provides insight into evolution of the workforce education and HRD systems in industries in transition. "High Performance and Human Resource Characteristics of Successful Small Manufacturing and Processing Companies" (William R. Venable) discusses a study in which executives from 31 successful small manufacturing companies in Oklahoma were interviewed about their perceptions of high performance and other human resource-related characteristics in their organizations. "HR (Human Resources) Involvement Decisions and Strategies in Mergers and Acquisitions: Four Organizational Portraits" (C. Carol Anthony, Laurel S. Jeris, James R. Johnson) describes a case study in which three theoretical models were used as lenses to explore the timing and scope of HRD involvement in four organizations that were recently involved in a merger or acquisitions. The papers contain reference sections. (MN)

ED 441 133 CE 080 144

HRD and Employee Outcomes. Symposium 42. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 25p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Education Work Relationship; Employee Attitudes; Employment Level; Foreign Countries; Hospitals; Income; Influences; *Job Satisfaction; *Job Training; *Labor Force Development; Literature Reviews; Nurses; *Outcomes of Education; Participation; Postsecondary Education; Small Businesses; *Work Attitudes
IDENTIFIERS- Impact Studies; Malaysia

This document contains three papers from a symposium on human resource development (HRD) and employee outcomes that was conducted as part of a HRD conference. "The Impact of Participating in Human Resource Development Activities on Individuals' Job Level and Income" (Tim de Jong, Bob Witziers, Martin Mulder) presents the results of a linear regression analysis of data collected from a sample of 1,957 respondents, which showed that participating in HRD activities has a significant but modest impact on individuals' job level and a significant but very small impact on their income. "The Relationship between Training and Organizational Commitment in the Health Care Field" (Kenneth R. Bartlett) discusses a study of a sample of 337 registered nurses from 5 hospitals that demonstrated that the nurses' perceived access to training, social support for training, motivation to learn, and perceived benefits of training are positively correlated to

Schlough, Charles; Streeter, Deborah H.
Cornell University's Entrepreneurship Education & Outreach Program: Evaluation and Proposal. A White Paper.
PUB DATE- 99
NOTE- 27p.; Cover title varies from title page.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agricultural Education; *Business Education; College Programs; Delivery Systems; Educational Environment; Educational Improvement; Educational Needs; *Entrepreneurship; Global Approach; Marketing; Models; *Outreach Programs; Performance Factors; Philanthropic Foundations; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Program Improvement; Small Businesses; Statewide Planning; Success; Universities
IDENTIFIERS- Cornell University NY; Educational Marketing; *New York; Premier FastTrac

In 1997-1999, the Department of Agriculture, Resource, and Managerial Economics of Cornell University's College of Agriculture and Life Sciences conducted an entrepreneurship education and outreach program that was based on the Premier FastTrac Curriculum, which is a model delivery tool for entrepreneurship education. In 1997-1998, the program was actively promoted throughout New York. Of the approximately three dozen community entities that originally expressed interest in becoming licensed for FastTrac training, five obtained licenses and one conducted a pilot training course but never became organized enough to apply for a license. Together, the sites produced 58 program graduates in 1997-1998 (335 graduates had been projected). The program was evaluated in July 1998, and prospective candidates who had not actively pursued becoming affiliated with FastTrac training sites were interviewed by phone in December 1998. Data from the evaluation and the interviews, and a review of other studies and literature were used to develop a proposal for meeting the challenges uncovered during the evaluation and development of an effective small business education to serve New York's diverse communities. Appended is a case study of why the attempt to develop of an entrepreneurship program in Tompkins County, New York, failed. (MN)

ED 441 152   CE 080 173

Federal Support for the Preparation of the Clinical Nurse Specialist Workforce through Title VIII. Report to the Secretary of Health and Human Services.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Attitudes; *Advisory Committees; Conventional Instruction; Curriculum; Educational Change; Educational Policy; *Employment Patterns; Federal Legislation; *Financial Support; Higher Education; Labor Force Development; Labor Needs; Labor Supply; Masters Degrees; Nontraditional Education; *Nursing Education; Policy Formation; Position Papers; Professional Development; Professional Education; Program Development; *Public Policy; Student Certification
IDENTIFIERS- *Higher Education Act Title VIII; *Nurse Clinicians

(Indermit S. Gill, Stephen P. Heyneman); "Jordan" (Zafiris Tzannatos, Victor Billeh); "West Bank and Gaza Strip" (Fred Fluitman); "Australia" (Alan Abrahart, Zafiris Tzannatos); and "Germany" (Indermit S. Gill, Amat Dar). One hundred sixty tables/figures/boxes are included. Some papers contain substantial bibliographies. (MN)

ED 441 171   CE 080 211

Frampton, Derek; Hull, Lynn
Engaging with the Learning Gateway: A Guide for Colleges.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); Agency Cooperation; *Articulation (Education); Basic Skills; Blacks; Career Education; Case Studies; Check Lists; Clubs; College Programs; Community Education; Conventional Instruction; *Counseling Techniques; Definitions; *Education Work Relationship; Educational Quality; English (Second Language); Evaluation Criteria; Extracurricular Activities; Foreign Countries; Glossaries; Guidelines; Individualized Instruction; *Nontraditional Education; Nontraditional Occupations; Outreach Programs; Partnerships in Education; Performance Factors; Postsecondary Education; Program Development; Program Evaluation; Quality Control; Refugees; Skill Development; Student Organiza England; National Vocational Qualifications (England); Wales
IDENTIFIERS- England; National Vocational Qualifications (England); Wales

This guide explains how staff at further education (FE) colleges throughout England and Wales can engage in the Learning Gateway, which is a program featuring personal advisers, "front end" assessment and support, and life skills training to help disengaged 16- and 17-year-olds re-engage in education, training, and employment. Chapter 1 provides background information on the study of 13 FE colleges that was conducted to identify good practices in the area of facilitating youths' transition into further education and employment. Chapters 2-7, which include a total of 26 case studies, each contain the following elements: issues for colleges; current good practice; key success factors; and a checklist of activities for colleges. The topics of chapters 2-7 are as follows: the learner at the center and working together; the learning pathway; into the Learning Gateway; individual learning programs; mainstream learning; and evaluation and quality assurance. Chapter 8 is a checklist of actions for colleges that lists specific criteria against which colleges can evaluate their current performance in each of the areas discussed in chapters 2-7. Appended are the following: glossary; bibliography listing seven publications; and phone numbers/e-mail addresses of four project contacts and contact persons from the 13 colleges studied. (MN)

ED 441 172   CE 080 212

Faraday, Sally; Maudslay, Liz
FE College Disability Statements: An Evaluation.
PUB DATE- 00

IDENTIFIERS- Safe Sex Practices

This report presents the findings of eight case studies of successful HIV prevention education programs on college campuses. The project is part of a national system of integrated activities to prevent HIV infection among post-secondary students. Nearly 100 prevention programs were nominated for recognition for their successful efforts. Part One discusses how successful programs were identified in all types of colleges and in all regions of the country. The programs generally met several of the following criteria: (1) included a conceptual basis relating to particular student populations; (2) contained clearly stated goals addressing risks, behaviors, and skill-building; (3) sustained operation over time; (4) had the involvement of students in educating their peers; (5) gained support from institutional funding; (6) were consistent with values of the institution; (7) included education about HIV in the context of other health risks; and (8) had regular evaluations. Part Two contains the case studies of each of the eight programs selected. All of the programs shared an emphasis on activities that contributed to a sense of community. (JDM)

ED 441 191 CG 029 991

Diversity on Campus: Reports from the Field. Summaries of Research Sponsored by NASPA: Student Affairs Administrators in Higher Education.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Campuses; College Students; *Counseling Services; *Cultural Pluralism; *Diversity (Student); Faculty; Higher Education; Social Environment; *Student Attitudes; Student Experience; Student Personnel Services
IDENTIFIERS- Diversity Concept

Student affairs professionals in higher education are responsible for fostering a sense of community on campus. It is their job to help students connect the cognitive, affective, and behavioral components of learning, and to help them reflect on their learning and use it in their work and daily lives. There has been little research on the effects of diversity among college students. In a review of programs in counseling, it was determined that a small number included a diversity requirement. The lack of programs led NASPA to undertake a study of diversity efforts on America's college campuses. NASPA invited student affairs professionals and faculty to use their campus sites for small research projects concerning the impact of diversity on students' lives. This publication contains summaries of the 17 projects that were chosen for funding. These studies paint a revealing picture of diversity as it is being experienced on college campuses around the country. Some of the findings are unexpected, even counterintuitive. Yet they reflect the real world, in which students find themselves more unlike one another, in terms of ethnicity, age, and sexual orientation, than ever before. Some of the identified themes that run throughout the studies include: (1) "diversity" can have different meanings to students, depending on their age, background, and other personal and social factors; (2) students tend to come to college with minds and hearts open to accept, and learn from, new experiences; and (3) on-campus residents

ED 441 211 CS 013 951

Hill, Susan; Louden, William
Literacy Development in the First Year of Schooling.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Australian Council for Educational Research Conference (Adelaide, South Australia, Australia, October 18-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Context; Early Childhood Education; *Educational Practices; Educational Research; *Emergent Literacy; Foreign Countries; Young Children
IDENTIFIERS- *Australia

Drawing on the research study, "100 Children Go to School: Connections between Literacy Development in the Prior to School Period and the First Year of Schooling," conducted from 1996-1998 by a team made up of Susan Hill, Barbara Comber, William Louden, Judith Rivalland, and Jo-Anne Reid, this paper discusses the findings of the study, poses questions about universal, sequential linear notions of literacy development, and raises issues to do with literacy pedagogy. According to the paper, the study explored the connections and disconnections among three distinct social spaces through which young children move--home, preschool, and school. The paper links connections and disconnections children make between home and school to the repertoires and knowledge children already have. It states that the case studies suggest that success in playing the institutional game of schooling is contingent upon students using the social and cultural capital they have acquired from home, and also upon teachers' ways of building on children's different resources. The paper endorses culturally inclusive curriculum and pedagogy, rather than children's success with literacy being contingent upon what children already have experienced prior to schooling. It advocates a review of current literacy curriculum and pedagogy to examine school practices in terms of cultural inclusivity. (Contains 3 tables, 3 figures, and 29 references.) (NKA)

ED 441 212 CS 013 959

Abbott, Chris
Literacy and Information and Communication Technology (ICT): A Discussion Paper. Working Papers on Literacy, No. 4.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Elementary Education; Foreign Countries; *Information Technology; *Literacy; Student Needs
IDENTIFIERS- *United Kingdom

This paper touches on some of the major issues relating to information and communication technology (ICT) and literacy which until now have been treated as separate subjects. The paper argues for a convergence of the two and recommends that government agencies coordinate their visions instead of sending contradictory messages to teachers and students. Its focus is the first three key stages of the literacy strategy, touching

DESCRIPTORS- *Change Strategies; Curriculum Development; *Educational Change; *Educational Innovation; *English Instruction; Foreign Countries; High Schools; *Student Needs; Units of Study; *Vertical Organization
IDENTIFIERS- Australia (Adelaide)

Xavier College opened its doors in 1995 to cater to students who lived in the outer suburbs and semi-rural areas of Adelaide, Australia. Classes of 32 students contained those who could read fluently and those who could barely write their names. A curriculum pattern was established for a 2-year program in which students would be expected to complete seven units in each of the compulsory subjects of English, science, and math. A vertical classroom is a classroom with students from two different year levels; each vertical classroom is made up of students who have elected to study at a particular ability level: introductory, standard, advanced, or extended. Within each level in English, for example, there are five domains of study: novel, drama, media, poetry, and writing. As expected, there were a number of "teething problems" during the program's first year in 1998. Close monitoring using tutor teachers was introduced at the beginning of the year. A lot of assistance was needed in selecting units, particularly those of students in the lower levels. Predictably, some units of study were very popular, while others were very unpopular. Most students thought that there was a good variety of units on offer. It will be interesting to see what the long term advantages or disadvantages will be with this vertical timetabling system. (NKA)

ED 441 233 CS 217 085

Thomas, Gordon P.
Educating for Empathy and Tolerance: Holocaust Studies and the Teaching of Writing.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Empathy; Higher Education; Language Role; *Rhetoric; *Student Development; *Writing Instruction
IDENTIFIERS- *Holocaust; Holocaust Denial; Tolerance; *Writing Topics

The Holocaust is a powerful topic for writing classrooms because it elicits strong emotions from most students at the same time that it is remote enough to keep from overwhelming them (at least at first). At the same time the topic presents a minefield for the unwary or naive writing instructor--it is important, for example, to emphasize the rhetorical aspects of the subject and encourage students to study other examples of ethnic or religious exclusivity, bureaucratic indifference, eugenics, and genocide. Most important, the topic can demonstrate to students how serious, sustained inquiry can reveal facts, attitudes, and opinions that will shape their personal intellectual landscape. Some reasons for using the Holocaust in a writing course are: accessibility (the Holocaust is a story with a beginning, middle, and end); the emotional force of the topic; the emotional distance afforded by the topic; the moral complexity of many of the issues; the historical complexity of the subject; and a dialect about the correctly. Students moved up levels in the program based on their knowledge of spelling words as well as the definitions to these words. Since the class was very small, a quasi-experimental approach was used. All the students participated in both kinds of spelling drill. The study lasted eight weeks. The students received four weeks of instruction alternating weeks in each kind of drill. The first week was the paper and pencil drill. The second week was computer drill. Students were given a posttest each Friday. The scores for the computer drill were compared to the scores of the paper and pencil drill using a t-test. The mean score for the computer drill was slightly higher than that of the paper and pencil drill. However, no significant difference was found. When the students were asked to vote on the kind of drill they preferred, all voted to practice with the computer. Findings determined that computer drill can work at least as well as paper and pencil drill. (Contains 23 references.) (Author/RS)

ED 441 254 CS 217 122

Godsey, Sherry B.
The Effects of Using Microsoft Word R on Journal Word Counts in the High School English Classroom.
PUB DATE- 00
NOTE- 31p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Comparative Analysis; English Instruction; High Schools; *Instructional Effectiveness; *Journal Writing; Rural Schools; Word Processing; Writing Attitudes; *Writing Instruction; Writing Research
IDENTIFIERS- Tennessee (East)

A teacher in a rural high school in East Tennessee observed that her high school advanced English students would readily agree to writing journal entries as long as they were allowed to use word processing software. In the past, students had bemoaned the daily ritual of journal writing using pencil and paper. The teacher wanted to find out if students actually wrote more words using word processing software than they produced when writing with pen and paper. The literature review on the benefits of using word processing software centered on the elementary grades, when students are unfamiliar or unpracticed with keyboarding skills. Results of those studies were negative since students had to contend with not only writing skills, but also the subtleties of keyboarding. Two English II Advanced classes participated as the subjects for this study. During the first six weeks of school, both classes were introduced to the journal writing process. Upon entry into the classroom, students would write for 15 minutes on a topic assigned by the teacher, which related to the day's lesson. During the second six weeks, the control group wrote in daily journals using the traditional classroom tools of pencil and paper. The treatment group met in the computer lab for the first 15 minutes of class to write in journals using computer software. At the end of the second six weeks, the teacher compared the word totals of each group to determine which group had produced the highest number of words. This research concluded that students familiar with keyboarding skills will produce more words in daily journals than those who write using pencil and paper. (Contains 25 references.) (Author/RS)

ED 441 255 CS 217 123

should not be considered sequentially: a specific policy related to one principle may well be relevant to other "Turning Points" principles. Three items are appended, including a report of academic performance from New York State schools for representative curriculum areas, featuring mathematics, science, English language arts, and social studies. (DFR)

ED 441 274 EA 030 397

Peterson, Paul E.; Myers, David; Howell, William G.
An Evaluation of the Horizon Scholarship Program in the Edgewood Independent School District, San Antonio, Texas: The First Year.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; *Economically Disadvantaged; *Educational Objectives; *Educational Vouchers; Elementary Secondary Education; *Family Involvement; *School Choice; School Holding Power
IDENTIFIERS- *Edgewood Independent School District TX

This report provides preliminary information on what needs to be learned about the systematic impact of voucher programs and the characteristics of students and families who make use of the Horizon voucher program in the Edgewood Independent School District in San Antonio, Texas. This initial report answers questions about the systemic impact of vouchers that prior research has been unable to address. Specifically, it provides answers and information to the following questions: (1) What kinds of families take advantage of vouchers when offered to all low-income families? (2) Do low-income parents find a school they prefer? (3) How do the school experiences of voucher families and students compare with those of public-school families? and (4) Do students from low-income families change schools more frequently than public-school students do? Horizon families have somewhat higher educational expectations for their child, yet it is unclear whether these expectations existed prior to the initiation of the program or whether they were an outcome of intervention. More Horizon than Edgewood public-school parents say their child is attending a school the family prefers. Horizon parents report much lower levels of fighting and misbehavior than do Edgewood public-school parents. Horizon students are less likely to move from school to school during the school year. Contains 30 data tables. (DFR)

ED 441 275 EA 030 398

Howell, William G.; Peterson, Paul E.
School Choice in Dayton, Ohio: An Evaluation After One Year.
PUB DATE- 00
NOTE- 63p.; Paper prepared for the Conference on Vouchers, Charters and Public Education (Harvard University, Cambridge, MA, March 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Testing; *Educational Vouchers; Elementary Secondary Education; *Parent Participation; *School Choice; *Scores; Student Experience

therapy that the mother of the non-medically treated boy held; (4) both mothers were satisfied with the outcome of the treatment their sons received; (5) after 6 months of neurofeedback treatment, the non-medically treated boy was able to focus on his own without any treatment or drug. (CR)

ED 441 295 EC 307 810

Hall, John D.; Ashley, Donna M.; Bramlett, Ronald K.; Murphy, John J.
Classification of Risk Status in ADHD Screening: A Comparison of Symptom Item Formats on Behavior Checklists.
PUB DATE- 00
NOTE- 7p.; Paper resented at the Annual Convention of the National Association of School Psychologists (NASP) (32nd, New Orleans, LA, March 28-April 1, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; *Behavior Rating Scales; *Check Lists; Classification; Disability Identification; Elementary Education; Hyperactivity; Referral; *Screening Tests; Symptoms (Individual Disorders); Test Bias; *Test Format; *Testing Problems
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders
This report presents a study that examined the effects of symptom item formats on estimates of risk status across alternative attention deficit hyperactivity disorder (ADHD) behavior checklists for 38 referred children. The mean age of the children was 7 years 9 months. The study focused on ADHD risk as measured by two behavior checklists which were based on the Diagnostic and Statistical Manual of Mental Disorders Fourth Edition (DSM-IV) criteria. Items on one checklist were presented according to a symptom negative format while entries on the other checklist were phrased using a symptom positive format. The behavior checklists were distributed and completed by parents and teachers of the children in a counterbalanced order. Overall, the symptom negative item checklist resulted in an increased percentage of children estimated as being "at-risk" for ADHD. Additionally, the classification agreement between the two checklists was low. The report urges practitioners and researchers involved in ADHD screening to consider the potential effects of a negative item format. (Contains 13 references.) (CR)

ED 441 296 EC 307 811

Stinson, Michael; Eisenberg, Sandy; Horn, Christy; Larson, Judy; Levitt, Harry; Stuckless, Ross
Real-Time Speech-to-Text Services. A Report of the National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Association on Higher Education and Disability, Columbus, OH.
PUB DATE- 99
NOTE- 27p.; In collaboration with the Postsecondary Education Programs Network (PEPNet) and co-sponsored by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Auditory Evaluation; *Auditory Perception; Auditory Tests; Case Studies; *Clinical Diagnosis; Disability Identification; Elementary Education; Evaluation Methods; Expressive Language; Intervention; *Language Processing; *Learning Disabilities; *Listening Comprehension; *Receptive Language
IDENTIFIERS- *Central Auditory Processing Disorders

This kit for assessing central auditory processing disorders (CAPD), in children in grades 1 through 8 includes 3 books, 14 full-color cards with picture scenes, and a card depicting a phone key pad, all contained in a sturdy carrying case. The units in each of the three books correspond with auditory skill areas most commonly addressed in intervention for children with CAPD and provide specific training exercises to improve each of these skill areas. Book 1 begins by listing certain behaviors that are often associated with children presenting with CAPD, including poor auditory functioning, weaknesses in receptive and expressive language, and behavior problems. Instruments for assessing and diagnosing CAPD are listed. Book 1 then focuses on auditory memory skills, such as visual-auditory memory and auditory-sequential memory. Book 2 addresses auditory discrimination, auditory closure, and auditory synthesis. The final book provides assessment and training exercises for developing skills in the areas of auditory figure-ground (listening in the presence of background noise from sources such as air conditioning units, noisy classrooms, radios, TVs, cafeterias, and playgrounds), auditory cohesion, auditory binaural integration, and compensatory strategies and environmental management. Sample case studies are provided in the three books. (Each book contains references.) (CR)

ED 441 315 EC 307 832

Heyward, Salome
Disability and Higher Education: Guidance for Section 504 and ADA Compliance.
PUB DATE- 98
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; Accessibility (for Disabled); Admission Criteria; Colleges; *Compliance (Legal); *Court Litigation; *Disabilities; *Disability Discrimination; Educational Legislation; Eligibility; *Federal Legislation; Higher Education; Postsecondary Education; School Responsibility; Student Participation; Student Personnel Services
IDENTIFIERS- *Americans with Disabilities Act 1990; Reasonable Accommodation (Disabilities); Rehabilitation Act 1973 (Section 504)

This manual reviews 1998's most significant developments in disability laws applying to colleges and universities. It addresses disability discrimination issues, problems, and cases, and provides guidance on creating effective compliance programs. Behaviors and emotions are identified that create and exacerbate compliance problems, and strategies are suggested for heading them off and minimizing the damage that they cause. Specific chapters address: (1) the passage of the Americans to reviewing all relevant data from the U.S. Department of Education and the states and school districts represented in this study, on-site interviews were conducted with teachers and administrators in the ten school districts across the country--two each in Arizona, Florida, North Carolina, Illinois, and Texas. Results are discussed. (KFT)

ED 441 336 FL 026 257

Sposet, Barbara A.
The Process of Culture Learning within a Foreign Language Program at a Selected Suburban Middle School Site: A Case Study.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Cultural Awareness; *Cultural Education; Intercultural Communication; Intergroup Education; Interviews; Middle Schools; Multicultural Education; Second Language Instruction; Second Language Learning; Social Influences; *Student Attitudes

This paper examines the effect of foreign language instruction on middle school students' attitudes toward "the other." The primary purpose of this case study is to describe the process of culture learning as it takes place within a middle school foreign language program. Culture learning is a particular type of human learning related to the patterns of human interaction and identification that can be viewed in one of three ways: (1) a series of stages along a road to the development of intercultural communicative skills; (2) a path or continuum leading from ethnocentrism; and (3) as varying stages of awareness, understanding, and acceptance. This investigation was designed around two arenas of inquiry: How does an awareness of people different from oneself develop in the middle school adolescent? and What is the contribution of foreign language study to the development of culture learning? A variety of data gathering techniques were used, including the following: interviews with students learning Spanish over a 3-month period; extended interviews with Spanish teachers; a content analysis of the qualitative cultural activities available at the school; and an examination of the various cultural artifacts available to students and teachers at the school. In general, it was found that the process of culture learning was chiefly influenced by a variety of experiences prior to the introduction of foreign language study in middle school. The pedagogical and academic implications of this finding are discussed. (Contains 47 references and the survey instruments.) (KFT)

ED 441 337 FL 026 258

Snow, Marguerite Ann, Ed.
Implementing the ESL Standards for Pre-K-12 Students through Teacher Education.
PUB DATE- 00
NOTE- 288p.; TESOL is a floating society (place of location variable).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

their own lives. The activities suggested in the guide focus on the content of the video as well as some of the reactions and expectations that refugees might have when they first arrive in the United States. The activities strive to encourage participation and critical thinking. The video activities have been divided into three types: pre-viewing, viewing and comprehension, and post-viewing. Within each type, there are many suggested activities and handouts, but no one is expected to do every activity. The activities should be thought of as items on a menu to be selected based on the needs of the group and the teacher's own training style. The notebook itself is divided into five parts focusing respectively on: pre-arrival processing, resettlement agencies, and community services; housing and transportation; working in the USA; education, health care, and money management; and cultural adjustment and the rights and responsibilities of refugees. Each lesson begins with an outline of the knowledge, attitudes, and skills that must be addressed during the unit. Numerous handouts, tables, charts, and appendices are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 441 355 FL 801 377

Archer, Carol M.
Meeting ESL Needs at Home and at Work.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999). For another document on the Bilingual Education Institute by this author, see FL 801 379.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *English (Second Language); Immigrants; Instructional Materials; Job Skills; Limited English Speaking; *Refugees; *Second Language Instruction; Second Language Learning; Staff Development
IDENTIFIERS- Texas (Houston)

This paper presents several aspects of the English-as-a-Second-Language (ESL) program for refugees as it was developed at the Bilingual Educational Institute (BEI), an organization that provides refugee and ESL services in the Houston, Texas area. Background information is provided on the development of the current RSS and ESL classes and the development of their faculty. An overview of the types of materials currently used in these classes designed to prepare students for the job market are also provided. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 441 356 HE 032 812

Kuhn, Beverly T.
Development of a Systems Engineering Education Module for Undergraduates.
SPONS. AGENCY- Federal Highway Administration (DOT), Washington, DC.
PUB DATE- 00
NOTE- 65p.; For related documents, see HE 032 821 and 836-837. "The Texas A&M ITS Research Center of Excellence (RCE) sponsored this project."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

a vision for the future. Communities are challenging business schools to provide an adequately prepared labor pool, and here too the ultimate responsibility falls on the department chair. A stratified random sample (n=100) out of a total population of 676 public four-year colleges and universities was surveyed for the study. The sample included 50 marketing department or division chairs from graduate institutions and 50 from undergraduate institutions. Analysis of the survey found that the primary challenges at both graduate and undergraduate institutions included faculty, curriculum, money, and quality issues. Primary response strategies for dealing with these challenges included developing partnerships, curriculum reviews, and seeking external dollars. Few significant differences were identified between the chairs from the two different types of institutions. (Contains 22 references.) (RH)

ED 441 374 HE 032 850

Berkner, Lutz; Horn, Laura; Clune, Michael
Descriptive Summary of 1995-96 Beginning Postsecondary Students: Three Years Later. With an Essay on Students Who Start at Less-Than-4-Year Institutions. Beginning Postsecondary Students Longitudinal Study (BPS:96198). Statistical Analysis Report.
PUB DATE- 00
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *Associate Degrees; Bachelors Degrees; Career Education; Community Colleges; Degrees (Academic); Noncollege Bound Students; *Postsecondary Education; Private Colleges; Program Length; Public Colleges; Tables (Data); *Time to Degree; *Two Year Colleges; *Vocational Education; Vocational Schools
IDENTIFIERS- *Beginning Postsecondary Students Long Study

This report, part of the Beginning Postsecondary Students Longitudinal Study, provides information about the three-year persistence and degree attainment of students who began their postsecondary education in 1995-96, with a primary focus on students who started at less-than-4-year institutions. The report finds that many cf the differences in the enrollment experiences of beginning students at private for-profit and public less-than-4-year institutions reflect differences in the type of program. Eighty percent of students in private institutions began in vocational certificate programs, while about 80 percent of students in public institutions began in associate degree programs, which take longer to complete. Nevertheless, attainment rates for both vocational certificates and associate degrees were much higher for students who began in private institutions. Compared with students in the public sector, those in private institutions were more likely to focus on gaining job skills; had degree goals specific to the programs offered at the first institution attended and were less likely to intend to transfer to a four-year college; were more likely to attend full time; and completed their certificate or associate degree programs in a shorter time period. Appended are a glossary, technical notes, and methodology. (RH)

ED 441 375 HE 032 851

Steen, Sara J., Ed.
Academic Year Abroad 2000/2001: The Most Complete Guide to

"Professional Development for Michigan Veterinarians" (James W. Lloyd). Appended are an annotated bibliography of documents from Michigan State University, Portland State University (Oregon), Indiana University--Purdue University, Indianapolis, University of Illinois at Urbana-Champaign, University of Georgia, California State University Monterey Bay, University of California-Davis, Montclair State University (New Jersey), University of Wisconsin, and University of Alabama at Birmingham covering faculty reward systems; an annotated list of selected resources; and examples of supporting evidence. (Contains 14 references.) (SM)

ED 441 393 HE 032 882

Hutchings, Pat, Ed.
The Course Portfolio: How Faculty Can Examine Their Teaching To Advance Practice and Improve Student Learning. The Teaching Initiatives.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; Courses; Creative Writing; Educational Improvement; *Experiential Learning; Graduate Study; Higher Education; Hypermedia; International Relations; Mathematics Education; Nursing Education; Peer Evaluation; Performance Based Assessment; *Performance Contracts; *Portfolios (Background Materials); Student Evaluation; Teacher Evaluation; Teacher Improvement; Teacher Role; United States History; United States Literature
IDENTIFIERS- Peer Support; Reflective Thinking

This publication reports on a national American Association for Higher Education project to create ways to treat teaching as a scholarly activity that can be shared, documented, studied, reviewed, rewarded, and improved. The focus is not only on teacher practice but on its effect on student learning. Following an Introduction by Pat Hutchings, Chapter 1 presents "Course Anatomy: The Dissection and Analysis of Knowledge through Teaching" (Lee S. Shulman). Chapter 2, "Defining Features and Significant Functions of the Course Portfolio" (Pat Hutchings), includes two case studies: "Writing a Course Portfolio for an Introductory Survey Course in American History" (William W. Cutler) and "A Course Portfolio for a Graduate Nursing Course" (Donna Martsolf); Chapter 3, "Why Now? Course Portfolios in Context" (Mary Taylor Huber), includes two case studies: "A Course Portfolio for a Colloquium in 20th-Century American Foreign Relations" (Mary Ann Heiss) and "A Course Portfolio in Mathematics" (Orin Chein); and Chapter 4, "How To Develop a Course Portfolio" (Pat Hutchings), is followed by three case studies: "A Course Portfolio for Midcareer Reflection" (Deborah M. Langsam); "Post-Tenure Review: A Case Study of a Course Portfolio within a Personnel File" (Charles W. Mignon); and "A Portfolio That Makes a Point" (Eli Passow). Chapter 5, "Putting the Focus on Student Learning" (Daniel Bernstein), is followed by two case studies: "A Course Portfolio for a Creative Writing Course" (Pat Hutchings) and "A Hypertext Portfolio for an Experimental needs. The second (ISO 639-2) appeared in late 1998 and includes three-letter codes for 460 languages. This list addresses terminological needs, as well as bibliographic applications. For this reason, ISO 639-2 is covered in detail. Its features are explained, and principles and policies used for development of this code list are presented. Additionally, the governance mechanism established to maintain ISO 639-1 and ISO 639-2 are described. Also presented is a brief summary regarding a project in progress to provide codes for names of scripts that will result in publication of ISO 15924. The paper concludes that the emergence of an international standard for language codes and of the developing international standard for script codes is a major contribution to Universal Bibliographic Control, as these code lists enable important information regarding the nature of publications represented by records to be communicated and shared unambiguously, efficiently, and internationally. (Author/MES)

ED 441 416 IR 057 687

Chan, Lois Mai; Lin, Xia; Zeng, Marcia
Structural and Multilingual Approaches to Subject Access on the Web.
PUB DATE- 99
NOTE- 12p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Classification; Computer Software Development; *Directories; *Indexing; *Information Retrieval; Information Services; Languages; *World Wide Web
IDENTIFIERS- Knowledge Management; *Search Engines

This paper presents some of the efforts currently being made to develop mechanisms that can organize World Wide Web resources for efficient and effective retrieval, as well as programs that can accommodate multiple languages. Part 1 discusses structural approaches to organizing Web resources, including the use of hierarchical or classification-based formats and functional requirements of Web organizers. A report of a research project on developing a personalized knowledge organization and access mechanism, called Knowledge Class, is presented in Part 2, including purpose, objectives, and specifications of Knowledge Class, system design, design principles, the iterative design process, multilingual support, and plans for the near future. Part 3 describes a multilingual approach to subject access, including multilingual-oriented services of major search engines and characteristics of Web subject directories in a multilingual environment (i.e., alphabetical arrangement of categories, implementation of the literary warrant principle, flexibility in reflecting local interests, and limitation of language-dependent search features). (MES)

ED 441 417 IR 057 688

Cheunwattana, Aree
Delivering and Promoting Library Services in Rural Thailand.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.

Victoria (Australia) who are blind or visually impaired. RVIB Library & Information Services offers four core services: (1) a public library service that includes collections of audio and Braille books, e-text books, audio magazines, newspapers, and audio described videos; (2) a reference and research service for people with print disabilities and RVIB staff; (3) a student and vocational support service that provides curriculum materials to support students at all levels, those in the workforce, and others with particular and urgent information needs; and (4) a special transcription service that produces personal and ephemeral materials in the format of choice. Services specifically designed to support children include materials for children, activities for children, the Partners Program that enables people with print disabilities of all age groups to access information and reading materials through their local public library, and student support services. RVIB has recently renewed its commitment to the provision of materials in Braille through the adoption of recommendations of a committee to evaluate its provision of services and materials to Braille readers, both children and adults. (MES)

ED 441 438 IR 057 709

Garcia, Joelle
Collecting, Making Known, and Preserving Oral Heritage in a Written Civilization: A Challenge for Libraries.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Audiotape Recordings; Foreign Countries; Higher Education; *Library Collections; Library Materials; *Library Role; Library Services; Museums; National Libraries; *Nonprint Media; *Oral History; *Oral Tradition; Professional Associations; Public Libraries; Research and Development; *Research and Development Centers
IDENTIFIERS- Association Role; France

This paper examines the place of oral heritage in France. The first section provides an overview of oral collections in France from the early 1900s to the present. The study of oral materials is then discussed in the second section, including: research centers within universities or high schools; activities of the Ministry of Culture; development of a network of museums; the role of associations; the Metive associative network, comprising a museum, a hall, sound and audiovisual studios, exhibition, training and meeting rooms, and a center of research and documentation on orality; and the Datsum association, focusing on the oral traditions and music of Bretagne. The third section addresses orality in the library, including public library collections, legal aspects, and collections of the audiovisual department of the national library. (MES)

ED 441 439 IR 057 710

Glashoff, Ilona
The Division of Libraries Serving the General Public--A Survey.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Genealogy; *Geographic Location; Geography; Information Sources; *Library Services; *Maps; *Reference Services
IDENTIFIERS- *Map Libraries; *Place Names

This paper examines the factors that govern identification of place in its environment, its literature, and its description as presented to the reference librarian by the genealogical researcher. Toponyms and exonyms, their elements of activity, status, extent, focus, and boundaries are examined, explicated, and defined. The techniques, sources, and tools needed by the map and geography librarian to provide adequate services to genealogical researchers are considered, together with the researchers' varying levels of carto-literacy and the accuracy of their source documents in identifying place. Major sections of the paper address the following topics: the question of place; determinants of location description and identification; activity, event, or object in space; the status of place; jurisdiction; boundaries and focal points; history of human settlement development and identification; toponyms and exonyms; toponymy and the history of place names; the objectives of the genealogical researcher; and tools and strategies for genealogical map reference work. (Contains 12 references.) (MES)

ED 441 461 IR 057 732

Yaacob, Raja Abdullah
The Role of Inter-Lending and Document Supply in Malaysia.
PUB DATE- 99
NOTE- 10p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Document Delivery; Foreign Countries; *Interlibrary Loans; Library Cooperation; *Library Networks; National Libraries; Problems; *Shared Library Resources
IDENTIFIERS- Malaysia

This paper on interlibrary loan and document supply in Malaysia covers the following topics: (1) trends and development in Malaysia; (2) the potential of inter-lending and document delivery programs, including the creation of a Malaysian bibliographic network; (3) number of libraries, including a table that shows the total number of libraries in 1997 broken down by type; (4) background information on the Document Delivery System (a library consortium initiated by the National Library of Malaysia in 1998), including members, services, staff, and requests for services; (5) problems associated with the success of the services; (6) turnaround time; and (7) recommendations. (Contains 21 references.) (MES)

ED 441 462 IR 057 733

Lehmann, Vibeke
Prison Librarians Needed: A Challenging Career for Those with the Right Professional and Human Skills.
PUB DATE- 99

edition statement from the first versus the latest issue; recording of earliest and latest place of publication/name of publisher information; title changes; and key title/uniform title as a benchmark to determine major changes. The final section notes benefits to libraries and users of the harmonization of serials standards. (MES)

ED 441 484 IR 057 755

Perkins, Mark
Public Health Information and a Diverse Population.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Pluralism; Foreign Countries; *Health Programs; *Health Services; *Information Services; International Organizations; *Public Health; Special Libraries
IDENTIFIERS- Health Information; Pacific Islands

This paper discusses public health services of the Secretariat of the Pacific Community (SPC). The paper provides an overview of SPC and the Pacific Islands, including geography, nationality/culture, and development status. SPC Community Health Programmes (CHP) in the following areas are then described: environmental health; AIDS and STD (sexually transmitted disease); public health surveillance; vector-borne diseases; health promotion; nutrition and non-communicable diseases; the Pacific Public Health Surveillance Network; regional epidemiological and health information services; and PACNET (a listserv). A 1998 conference organized by PACNET and WPHNet (Western Pacific HealthNet) is also described. Current SPC library issues are addressed, including a World Wide Web version of the catalog, cooperative efforts, resource sharing, and copyright legislation. (MES)

ED 441 485 IR 057 756

Perminova, Olga; Stepanova, Tatiana
Conditions of Storing the Documents as the Chief Means of Preserving the Library Holdings (As Shown by the Experience of the Russian State Library).
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Climate Control; Facility Requirements; Foreign Countries; *Library Facilities; *Library Materials; Library Services; National Libraries; *Physical Environment; *Preservation; *Storage
IDENTIFIERS- *Document Handling; *Library Materials Conservation; Russia

This report deals with problems of keeping the documents in the Russian state library tied up with their storage condition. Cited are results of the observation of temperature, humidity, both pupils and staff. The paper concentrates on the role of the school librarian working with teaching staff to make these conditions most fruitful. As well as traditional librarianship skills, the paper identifies a range of skills and competencies associated with management, marketing, and evaluation. The paper identifies a number of ways in which the librarian may work effectively with teaching colleagues. The paper concludes that, without this foundation, effective ongoing learning in the school library will be limited in extent and progression. As a result, the role of the library will be unperceived and undervalued. It is, therefore, important that time and energy are given to these essential aspects of the development of the school library. (Contains 14 references.) (Author/MES)

ED 441 506 IR 057 777

Torres, Patricio Aranda
Parliamentary Library and Information Services as Instruments for Democratic Development.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Citizen Role; Democracy; Foreign Countries; *Government Libraries; *Information Services; Information Systems; Information Technology; *Library Role; *Mass Media Role
IDENTIFIERS- *Parliamentary Libraries; Peru

This paper formulates the means for an improved role for all citizens through a dynamic and interactive parliamentary library and information system. It illustrates the success of such a proposal to strengthen the legitimacy of parliaments by referring to the experience of the Congress of the Republic of Peru and explains what is being done to help Peruvian citizens who do not yet have personal access to electronic networks. Following an introduction, the first section discusses networks and the media, including the Internet as a social institution, differences between audiovisual information and the electronic medium, the role of parliaments and their information services, the importance of communication in policy making, and control of political information by the television, newspaper, and radio media. The Peruvian experience is described in the second section, including the Peruvian Virtual Parliament, a weekly radio program, and access through the World Wide Web to the Digital Archive Systems for Peruvian Legislation. The third section covers the Library of the Peruvian Congress, including objectives, services, collections, electronic catalog, and staff. Library services to encourage citizen participation are summarized in the last section. (MES)

ED 441 507 IR 057 778

Usherwood, Bob
Value and Impact Studies.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English

rate, defined as the sum of graduation rate, the enrolled in good standing rate, and the left in good standing rate, ranged from 59 to 86 percent. More than 72 percent of transfers to the SUS who earned an AA degree achieved a grade point average of 2.50 or greater. The passing rate on the CLAST for students not requiring remediation ranged from 88 percent for mathematics to 94 percent for the essay. Passing rates for college preparatory students ranged from 66 percent for math to 83 percent for the essay. Tables include: (1) access and equity measure; (2) retention and success measure; (3) transfers to the SUS; (4) college preparatory success rate; and (5) CLAST performance. (RDG)

ED 441 528 JC 000 367

Windham, Patricia
Prior Year High School Graduates in the Florida Community College System (FCCS).
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; *College Bound Students; *Community Colleges; *Eligibility; Ethnicity; High School Graduates; Institutional Research; State Boards of Education; Statewide Planning; *Student Characteristics; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Florida Community College System

The One Florida Plan proposes that the State University System (SUS) admit any public high school graduate who: (1) is in the top 20 percent of his or her class; and (2) has completed the 19 credits required for admission. This report examines which 1997-98 high school graduates attending the Florida Community College System (FCCS) in 1998-99 would be eligible for SUS admission under the One Florida Plan. The purpose of the study was to examine who would be impacted by any admissions changes under the new plan. About 16 percent of the 1997-98 graduating class met the 2 admissions requirements. Ethnic differences were evident as 35 percent of Asian students met the criteria, compared to 20 percent of White and Indian students, 11 percent of Hispanic students, and 7 percent of Black students. Twenty percent of females met the requirements, compared to 12 percent of males. Of graduates attending the FCCS in 1998-99, 12 percent met the admissions criteria. Sixty-three percent of FCCS students had completed the required 19 credits, and these students were less likely to require remedial courses. Eighty-eight percent of students who took dual enrollment courses in high school completed the nineteen credits and 45 percent were in the top 20 percent of their high school classes. (RDG)

ED 441 529 JC 000 368

Current Operating Income and Expenditures for Oklahoma State Colleges and Universities, Fiscal Year 1998-99.
PUB DATE- 00
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Economics; *Educational Finance; *Expenditures; *Higher Education; *Income; *Resource Allocation; State Colleges; Tables (Data)

progress and academic outcomes of the fall 1994 entrants. Major findings include the following: about 70 percent of the entering students at Prince George's Community College (PGCC) in fall 1998 who completed the placement test battery in all three basic skills areas had remedial needs in at least one area; the percentages of underprepared students in individual basic skill areas increased by 3% over the previous year; a similar pattern of increasing basic skills deficiencies was observed among the 1998 county high school graduates who entered PGCC in the fall semester of the same year; more than one-sixth of the credit students took at least one developmental course in fall 1998; developmental courses accounted for 12% of the total fall 1998 college hours; the four-year achievement rate for the fall 1994 entrants was 5% lower than that for the fall 1990 entrants; entering students who passed all the placement tests in fall 1994 were more likely to become academic achievers than their peers with remedial needs; and fall 1994 entering students who completed all their developmental work achieved at about the same rate as their peers who did not need remediation. (VWC)

ED 441 549 JC 000 394

Grubb, W. Norton
The Economic Benefits of Sub-Baccalaureate Education: Results from the National Studies. CCRC Brief, Number 2.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 99
NOTE- 10p.; Based on a longer report entitled, "Learning and Earning in the Middle: The Economic Benefits of Sub-Baccalaureate Education."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Associate Degrees; *Credentials; *Education Work Relationship; Educational Benefits; Educational Status Comparison; *Employment Potential; *Postsecondary Education; Student Educational Objectives

While the economic benefits of the most familiar credentials--high school diplomas and baccalaureate degrees--are well established, the economic benefits are much less clear for other kinds of education and training. This report looks at the economic benefits of sub-baccalaureate education. While community colleges serve many goals and missions, their occupational purposes are central, and virtually all their students enroll to enhance their employment, either directly by completing an associate degree or by later transferring to a four-year college. Therefore, determining their employment effects is crucial to understanding what they accomplish. Issues in sub-baccalaureate education are examined: overall results of recent studies; the effects for minority, displaced, and older students; the effects of credentials by fields of study (certificates, associate degrees, and baccalaureate degrees); the effects of finding related employment; results by types of institutions; the issues of timing; effects on other dimensions of employment; and the reasons for returning to sub-baccalaureate education. There are clear and substantial returns to associate degrees. Labor market projections suggest that sub-baccalaureate education will continue to grow, though not as rapidly as baccalaureate and graduate education, as part of the longer-run process of educational inflation (or advancement) that has taken place throughout this century. It is likely that much of this growth will come from students who fail to complete either two- or four-year colleges,

Stealing, Sexual Acting Out, Drugs & Alcohol, Suicide. Violence. A Boys Town How-To Book.
PUB DATE- 00
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Behavior Problems; Cheating; *Child Rearing; *Children; Drinking; Drug Addiction; Honesty; Parent Child Relationship; Parent Materials; Parents; Sexuality; Stealing; Substance Abuse; Suicide; Violence; *Youth Problems

Noting that children want love and acceptance from trustworthy adults, this book reflects upon the destructive impulses that threaten the emotional, physical, and spiritual life of youth and families. The book identifies and describes behaviors that tempt adolescents with instant relief and gratification, but which ultimately lead to feelings of self-destruction and despair. Seven chapters address the following behavior problems: (1) lying; (2) stealing; (3) drugs and alcohol; (4) cheating; (5) sexual acting out; (6) suicide; and (7) violence. Each section includes practical advice for parents and cautionary tales designed to motivate them to open dialogue with their children. (KB)

ED 441 569 PS 028 555

Boys Town Treatment Foster Family Services Information Series, 1-4.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caseworker Approach; Child Rearing; *Child Safety; *Child Welfare; Children; Drug Use; *Foster Care; *Foster Children; *Foster Family; Juvenile Justice; Lawyers; Mental Health Workers; Parent Child Relationship; *Safety; Social Services; Social Workers
IDENTIFIERS- Medications; Placement (Foster Care)

Keeping children safe in foster care is a critical concern for foster parents and the professionals working with them. This document is comprised of a set of four pamphlets, addressed to foster families and those working with foster families, providing information on medication safety, making foster care placements successful, working with social service and legal professionals, and assessing child safety in foster homes. The first pamphlet, "Medication Safety in Your Foster Home," is presented in a question-answer format and deals with safely storing and administering prescription and nonprescription medication. The second pamphlet, "Making Your Foster Care Placement Successful," presents tips for matching children and foster care families, preparing the child and the foster family for placement, identifying adequate post-placement support and services, preventing or reducing family strain, and using all available resources. The third pamphlet, "Working with Social Service and Legal Professionals," discusses the role of various professionals in the juvenile justice, court, mental health, Learning: Reflections on Two Case Studies" (John Cook, Tom Boyle); "A Methodological Approach to Networked Collaborative Learning: Design and Pedagogy Issues" (T. Daradoumis, J. Marques); "Teaching and Learning Computing Skills via an Intranet-Based Course" (Adrian Friday, Alan Parkes, David Nichols); "Project Work in Networked Distance Education" (Morten Knudsen, Jan Helbo, Lars Peter Jensen, Ole Rokkjaer, Ole Borch, Jorgen Ostergaard); "Networked Learning in Virtual Environments" (Anni Koubek, Sandra Kober); "Networked Learning in Applied Science Education" (Jutta Pauschenwein, Anni Koubek); "Creating Effective Online Collaborative Educators" (Gerard A. Prendergast); "Staff Development for Networked Distance Education" (Sue Tickner); and "Evaluating an Open University Web Course: Issues and Innovations" (Martin Weller, Robin Mason). Most of the papers contain references; many include abstracts. (KC)

ED 441 079   CE 080 076

Ferrier, Fran; Wells, Rob
Human Resource Reporting: Some Exploratory Case Studies in Australian Enterprises. CEET Working Paper.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Case Studies; Developed Nations; Educational Economics; *Evaluation Methods; Foreign Countries; *Human Capital; *Human Resources; Labor Force Development; *Research Methodology; *Research Reports; Staff Development
IDENTIFIERS- *Australia

This document reports the findings of seven case studies undertaken as part of a larger research project on the measuring and reporting of intellectual capital, being conducted by an Australian research team. The case studies aimed to investigate in more detail the approach of seven Australian organizations and enterprises to the recording and reporting of these three elements of intellectual capital (IC): internal capital; external capital; and human capital. Each of the individual case study reports includes observations about all three elements, but the study focused primarily on human capital and the connection between human capital and human resource management and development. This report contains five sections. The first section considers the drivers at the macro and micro levels that are placing pressure on enterprises and organizations to record and report a broader range of data in relation to their human resources and that are contributing to the acceleration of practice in this regard. The second looks at the extent of reporting by and within the seven case study organizations. The third considers the impact and implications of reporting on and for the organizations. The fourth section briefly discusses some stakeholder issues, particularly for governments, trade unions, and individuals. The fifth section summarizes the findings and indicates potential directions for further action and research. (KC)

ED 441 080   CE 080 085

Rucker, Jim, Ed.
Assessment in Business Education. National Business Education Association Yearbook, No. 38.
PUB DATE- 00

Alexander E. Ellinger, Baiyin Yang, Shelly W. Howton) assessed managerial responses to the Watkins and Marsick DLOQ (Dimensions of the Learning Organization Questionnaire) instrument along with both perceptual and objective measures of firm financial performance. Results suggest positive associations between the learning organization concept and firm performance. The final paper, "Translation, Validation, and Adaptation of an Instrument to Assess Learning Activities in the Organization: The Spanish Version of the Modified 'Dimensions of the Learning Organization Questionnaire'" (Miguel Hernandez), shares methodology and reports findings from a translation, validation, and adaptation study of the DLOQ. Results indicate that the Spanish version of the DLOQ is a valid instrument to assess learning activities in organizations with Spanish-speaking populations. The papers contain reference sections. (KC)

ED 441 097   CE 080 108

Organizational Change. Symposium 11. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 27p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Business Administration; Change Strategies; *Educational Needs; Human Resources; *Labor Force Development; Learning Strategies; *Organizational Change; *Organizational Development; Postsecondary Education; Staff Development
IDENTIFIERS- Kaizen; Organizational Culture

This packet contains three papers from a symposium on organizational change. The first paper, "Kaizen Blitz: Rapid Learning to Facilitate Immediate Organizational Improvements" (Robert B. Gudgel, Fred C. Feitler), describes rapid and dramatic improvement in the organizational performance of a manufacturing firm after use of a series of kaizen blitzes (rapid change emphasizing quality). Participants in these blitzes and other employees and managers describe their experiences and the quantitative and qualitative results. A preliminary analysis of the theoretical basis for a successful kaizen blitz is offered. The second paper, "Organisation Identity: Exploring a 'New' Avenue for Intervention and Performance Improvement" (Christian L. van Tonder), reports on a study that clarified the nature of the various concepts of corporate identity and established a theoretical framework for researching organization identity. The results of structured interviews with 153 executives from 10 companies indicate strong relations between organization identity, specific organizational attributes, and organizational performance. The final paper, "Identification of Critical Work Environment Variables for Quality Performance in a Service Organization" (Constantine Kontoghiorghes, Deborah Dembeck), identifies the critical work environment variables for quality performance in an organization, including satisfaction with internal processes; commitment of peers toward quality; having easy accessibility to others in the organization; existence of few bureaucratic barriers to get the job done; effective communication channels within and between work teams; and achievement of ISO 9001. The papers contain reference lists. (KC)

PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Competence; Competency Based Education; *Educational Needs; *Human Resources; Job Skills; Job Training; *Labor Force Development; Learning Strategies; Organizational Development; Professional Development; *Staff Development; Work Experience

This packet contains three papers from a symposium on developing employee competence. The first paper, "Coaching in Organizations: Self-Assessment of Competence" (Gary N. McLean, Min-Hsun Christine Kuo), reports on development and pilot-testing of an instrument to identify the developmental needs of managers and peers to function more effectively as coaches. Expert review and factor analyses yielded the current version of the instrument, containing four scales, with an overall reliability of .80. The second, "An Examination of the Role of Failure in the Development of Workplace Expertise" (Richard W. Herling) suggests that job-related experiences are the most important source of learning and that the experience of failure could be used to accelerate the development of expertise. The final paper, "When Caring Is Not Enough: Competencies Needed by Service Providers" (Darlene Russ-Eft, Caryl Berrey, Tim Boone, Julie Winkle), reports on a study that was conducted to identify competencies needed by persons providing customer service. In the study, 356 service providers from 31 organizations were identified. Based on 2,176 critical incidents reported by these providers, the following 5 major factors were identified to create the "SERVE" model: (1) see the big picture and how the customer fits in; (2) establish an authentic human connection with each customer; (3) render timely, accurate, and thorough service; (4) value and respond to unique customer needs; and (5) extend a hand to repair and strengthen relationships with customers who are upset or angry. The papers contain reference sections. (KC)

ED 441 116 CE 080 127

Self-Directed and Incidental Learning. Symposium 26. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 26p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Business Administration; Education Work Relationship; *Human Resources; Incidental Learning; *Independent Study; *Labor Force Development; *Organizational Development; *Self Actualization; Staff Development

This packet contains three papers on self-directed and incidental learning from a symposium on human resource development (HRD). The first paper, "Self-Directed Learning for Supervisory Development" (Judy O'Neil, Maria Lamattina), reports on a study that looks at what research says needs to be in place to engage workers in self-directed learning and help them understand how such learning can strengthen their individual performance. Results showed a focus on better self-understanding was useful, but that the literature did not sufficiently emphasize the need for connections between self-directedness and job performance. The second paper is a "Case Study of an Advanced Technology Business Incubator as a Learning Environment" (Mary Wilson organizational commitment. "The Role of HRD in Promoting Job Satisfaction in Malaysian SMEs Small and Medium Enterprises " (Robert W. Rowden, Shamsuddin Ahmad) reports on a study of the nature and extent of HRD and level of job satisfaction among workers in Malaysian SMEs and established a correlation between workplace learning and job satisfaction. The papers contain reference sections. (MN)

ED 441 134 CE 080 145

Change and the Consultant. Symposium 43. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 26p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Change Strategies; *Consultants; Educational Practices; *Educational Theories; Educational Trends; *Labor Force Development; Literature Reviews; Models; *Organizational Change; Schools of Education; Teacher Education; *Theory Practice Relationship; Trend Analysis
IDENTIFIERS- Finland; Lapland; United Kingdom; United States

This document contains three papers from a symposium on change and the consultant that was conducted during a conference on human resource development (HRD). "A Theory of Consultancy" (Daniel R. Boroto, Douglas A. Zahn, Darren C. Short) presents an emerging theory of consultancy that is based on an analysis of thousands of videotaped consultations and contains the following elements: structure; relationship; attitude; experience; language; and technical content. "The Method of Narrative Change Accounting" (Matti Laitinen, Ville Nurmi, Kari E. Nurmi) outlines an eclectic method for describing organizational change processes that adapts elements of social psychology, the theory of social action, ethnography, film theory, and oral historical research. "Colleges of Education and Internal Consultants" (Gene L. Roth) provides an overview of the literature on internal consulting and offers the following advice to faculty members interested in building skills and knowledge in the role of internal consultant: behave like an external consultant; be proactive and aggressive at least 25% of the time; focus on the job to be done; be your own person; adopt a collaborative approach based on empathy, communication, and participation; and recognize the political and ethical issues of tackling certain internal consulting assignments. The papers contain reference sections. (MN)

ED 441 135 CE 080 146

Individual Learning Issues. Symposium 44. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 30p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Baby Boomers; Business Administration; Cognitive Style; College Students;

This document presents the findings of the National Advisory Council on Nurse Education and Practice regarding the role, education, and supply of clinical nurse specialists (CNSs). The first section of the report examines the following eight background issues: (1) early development of the CNS; (2) current CNS supply; (3) roles and impact of the CNS; (4) Section 821 of Title VII; (5) funding under Section 821; (6) curriculum; (7) production of CNSs; and (8) credentialing. The remainder of the report explores the following four proposed goals: (1) to provide adequate health care services; (2) to maximize the effect of federal funding for CNS programs; (3) clarify the role of the CNS in the changing health care system; and (4) to assure the CNS within the health care delivery system. Appended are the following papers offering different perspectives on CNS master's degree preparation and practice: (1) "Nursing Academic Administrator's View: Traditional and Blended Preparation" (Carole A. Anderson); (2) "ANE Advanced Nurse Education Project Director's View: Acute Care NP Nurse Practitioner Training Program" (Karren Kowalski); (3) "ANE Project Director's View: Advanced Practice Psychiatric/Mental Health Nursing Option" (Jane H. White); (4) "Behavioral Managed Care Administrator's View: Traditional CNS Employment in he Private Health Care Sector" (Shirley M. Repta); (5) "Academic Health Center Nursing Administrator's View: Traditional CMS and CNS/NP Employment" (Maryann F. Fralic); (6) "Practicing CNS--Traditional Role View" (Angella Olden); and (7) "Practicing CNX/NP--Blended Role View" (Janet Ruth Walczak). (Contains 63 references.) (MN)

ED 441 153   CE 080 176

Hudson, Larry
Guess Who's Coming to College and Taking Courses via the World Wide Web?
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Students; *College Students; Comparative Analysis; Conventional Instruction; Distance Education; Educational Attitudes; Educational Benefits; Graduate Students; Higher Education; *Nontraditional Students; *Student Attitudes; Student Characteristics; *Student Educational Objectives; *World Wide Web
IDENTIFIERS- Florida

This document consists of comments provided by 20 adult students taught on the World Wide Web by an associate professor from the University of Central Florida's College of Education. The following are among the benefits of Web-based instruction cited by the students, all of whom are over the age of 25: (1) the ease of communicating on-line makes it possible for students to feel just as close if not closer to on-line classmates than they ever felt to "live" classmates; (2) Web-based courses give students opportunities to search the Web and master computer skills that are essential in the world today; (3) the Web enables students to reach other students and their instructors at times other than "live classroom hours" making it easier for students to share information and offer support to one another; (4) the flexibility inherent in Web-based courses allows adult students to balance their educational pursuits with their job and family responsibilities, enabling many people, who might not otherwise have the time, to pursue additional education;

NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); Admission Criteria; Adult Students; College Programs; *Disabilities; Educational Facilities; Educational Legislation; *Educational Policy; Educational Practices; Facility Guidelines; Federal Regulation; Foreign Countries; Guidelines; Policy Analysis; *Position Papers; Postsecondary Education; Program Evaluation; *Public Policy; Questionnaires; *Special Needs Students; Writing (Composition)
IDENTIFIERS- *England

This document, which is intended for individuals involved in writing and reviewing college disability statements, summarizes the results of a Further Education Development Agency evaluation of the disability statements of 432 further education (FE) colleges throughout England. Chapter 1 examines the extent to which the individual FE colleges' disability statements meet the criteria specified in 1996 regulations governing FE colleges' disability statements. Included throughout Chapter 1 are numerous examples of good practice in 423 (98%) of the policy statements that indicate the institutions' commitment to respond flexibly to all students, including those with disabilities. The examples illustrate policy statements by focusing on the following items: overall policy, admissions arrangements, education facilities and support, other support, examination arrangements, physical access, and complaints and appeals procedures. Chapter 2 evaluates the disability statements in terms of their style, format, and accessibility. Special attention is paid to the following aspects of the statements: title; length and size; presentation (word processed versus printed); and availability in alternate forms. Fifty-one examples/figures are included. Appended are the following: text of "The Education (Disability Statements for Further Education Institutions) Regulations 1996: Guidance for Colleges in the FE Sector in England"; framework for evaluation; and interview schedules. (MN)

ED 441 173 CE 080 213

Mager, Caroline; Robinson, Peter; Fletcher, Mick; Stanton, Geoff; Perry, Adrian; Westwood, Andy
The New Learning Market.
PUB DATE- 00
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Learning; Cooperative Planning; Education Work Relationship; *Educational Change; Educational Cooperation; *Educational Demand; *Educational Finance; Educational Needs; Educational Objectives; Employer Attitudes; Evaluation Criteria; Financial Support; Foreign Countries; Government School Relationship; Labor Force Development; Marketing; Needs Assessment; *Performance Based Assessment; Policy Formation; Postsecondary Education; Private Sector; Public Policy; Public Sector; Recruitment; *School Business Relationship; Trend Analysis
IDENTIFIERS- *Educational Marketing; *United Kingdom

This document contains seven papers examining the implications of proposed major reforms to the United Kingdom's post-16 sector. "The New Learning Market--Overview" (Caroline Mager) argues for balancing market-driven and planning-driven approaches to provide a variety of excellent opportunities to teach diversity as a positive student value. (JDM)

ED 441 192 CG 029 992

NASPA 2000 Annual Conference Program Booklet (82nd, Indianapolis, IN, March 19-22, 2000).
PUB DATE- 00
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Campuses; College Students; Higher Education; National Organizations; *Student Personnel Services

This conference program booklet of the 82nd NASPA annual conference explores leadership for student affairs professionals in higher education and their students. The conference featured over 250 sessions as well as other workshops and activities. A synopsis is given for each of the session programs presented; these are listed in chronological order. Synopses are also provided for pre-conference workshops, and presentations from the Fifth Annual NASPA International Symposium on Student Services; Special Programs for Graduate Students, New Professionals, and Graduate Program Faculty; Special Programs for Senior Student Affairs Officers; and the Corporate Presentation Series. An index is included of Coordinating Presenters with reference to their program number(s). (JDM)

ED 441 193 CG 029 993

Whitt, Elizabeth J., Ed.
Student Learning as Student Affairs Work: Responding to Our Imperative. NASPA Monograph Series 23.
PUB DATE- 99
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Students; Colleges; Educational Assessment; *Educational Improvement; Higher Education; Learning Experience; Outcomes of Education; Research; *Student Personnel Services

This monograph uses a set of questions and propositions to form a framework for thinking about the research, ideas, and suggestions that are presented concerning the current landscape of student affairs work. The questions include: (1) In what ways must the student affairs landscape be altered to become more learning centered? (2) In what ways do current student affairs assumptions, expectations, and practices inhibit or foster student learning? (3) How can successful partnerships be formed with academic colleagues to achieve instructional goals for student learning? (4) How do we know students are learning? and (5) What do student affairs staff need to know to foster student learning? In Chapter One, Rosalind Andreas and John Schuh discuss the challenges to higher education in the late 1990s and the imperatives to student learning that are attempting to address these challenges. George Kuh and Karen Arnold, in Chapter Two, review the purpose of undergraduate education as a means to illustrate the critical role assumptions and beliefs play in shifting to a learning-oriented view of student affairs work. In Chapter Three, Marcia Baxter Magolda defines, and redefines, student learning in the context of student affairs practice. Chapter Four provides a brief ages 5-14, but the concerns it raises are familiar to anyone working in adult basic skills as well and are relevant beyond the United Kingdom. (Includes a glossary of acronyms and terms. Contains 15 references.) (NKA)

ED 441 213 CS 013 961

Muschla, Gary Robert
Reading Workshop Survival Kit.
PUB DATE- 97
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Evaluation Methods; Intermediate Grades; *Reading Instruction; *Reading Skills; *Reading Strategies; Secondary Education; Student Evaluation
IDENTIFIERS- *Minilessons; *Reading Workshops

Intended for reading and classroom teachers, this book, organized in two parts, is a complete, step-by-step guide to setting up and running a reading workshop for grades 5-12 where reading is "the" priority. Part 1, "Management of the Reading Workshop," shows how to create a reading workshop, offers specific tools and strategies for classroom management, and includes reproducible handouts. The three chapters in Part 1: provide an overview which emphasizes that through reading and responding to what is read, students communicate and share ideas while they learn skills; describe management by covering everything from beginning the day to building a positive atmosphere and organizing discussion groups; and discuss evaluation, providing descriptions of various evaluation methods, such as portfolios, daily logs of student performance, and conferencing. Part 2, "Using Mini-Lessons in the Reading Workshop," contains 100 different mini-lessons focusing on specific reading topics and skills. Each of the lessons stands alone, can be used in any order, and is accompanied by one and sometimes two reproducibles. Lessons cover: types of reading and related topics, story elements, and specific reading skills. (NKA)

ED 441 214 CS 013 962

Brozo, William G.; Simpson, Michele L.
Readers, Teachers, Learners: Expanding Literacy across the Content Areas. Third Edition.
PUB DATE- 99
NOTE- 484p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; *Content Area Writing; *Learning Strategies; *Literacy; Middle Schools; Secondary Education; Student Needs
IDENTIFIERS- *Content Learning; Learning Environments; Reading Uses

This book is about widening life and career options for students in the middle and upper grades through literacy. The book's one overarching assertion is that teachers of all subjects can create engaging learning environments where readers and learners use literacy for personal pleasure and as a tool of mind expansion. It seeks to empower teachers with the role of language in a bureaucracy and what constitutes acceptable discussion. The phenomenon of Holocaust denial might also be a worthwhile subject in a writing class. Can tolerance and empathy be fostered through a study of the Holocaust? Probably, but students' thinking should not be expected to change in direct ways. (Contains 8 notes and 19 references.) (NKA)

ED 441 234 CS 217 090

Beaupre, Barbara
Blending Cultural, Academic, and Technological Communication: Literacy for the New Millennium.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College English; *Evaluation Utilization; Higher Education; *Information Literacy; *Information Sources; *Internet; *Mass Media Use; Thinking Skills
IDENTIFIERS- Information Based Evaluation; Intertextuality; *Media Education

A combination of traditional reading, media, and Internet information sources is necessary in today's educational sphere to bridge cultural differences, engage students' realms of experience, and promote academic and cultural literacy. A key issue for educators today is to utilize and extend the vehicles students are currently using in order to enhance critical thinking skills. Students often come to basic writing classes as academic outsiders, literate in their neighborhoods, often technologically socialized, but lacking the literacy of higher learning. The kinds of literacy skills students must have to function in today's world include an understanding of intertextuality, a validation of many kinds of texts, and the ability to sort through positions on a topic. Discussion around contradictory visual images such as in advertisements can show how information affects response and how a range of sources is needed to draw reasonable conclusions. Students must be taught to evaluate the media sources they use in relationship to other printed information. (EF)

ED 441 235 CS 217 092

Peel, Robin
Exploring the Metropolis.
PUB DATE- 95
NOTE- 6p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (New York, NY, July 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Theory; Elementary Secondary Education; *English Curriculum; *English Instruction; Higher Education; *Information Technology; *Intellectual Development; Postmodernism; Teacher Role
IDENTIFIERS- *Instructional Theory; *Poststructuralism

The work of English specialists is taking place in a changing context, exemplified in a fusion of elements from new technology, personal growth, and critical theory. Rather than

Padgett, Ann L.
Journal Writing in the Elementary School: Word Processor vs. Paper and Pencil.
PUB DATE- 00
NOTE- 32p.; Master of Arts Research Paper, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Computer Assisted Instruction; Grade 5; Instructional Effectiveness; Intermediate Grades; *Journal Writing; *Word Processing; *Writing Improvement; Writing Instruction; Writing Research

The purpose of this study was to examine the quantity of words written by an intermediate elementary student when paper and pencil are used and compare it with the quantity of words written with a computer. One fifth-grade magnet homeroom consisting of 16 students was involved in this study. The participants were randomly placed into two groups. Before the experimental period began, the students were exposed to a keyboarding program called Mavis Beacon. The treatment group used eMates, while the control group used paper and pencil. During the daily journal writing time, which lasted 10 minutes for 20 days, one group wrote their journal with paper and pencil and the other group used their eMates. After five days of journal writing the groups switched. Both groups finished the study with 10 days of using their eMate and 10 days of using paper and pencil. Each day of the experiment, the journals were collected and word totals were counted. At the end of 20 days of journal writing the number of words written by each student was added. Each student had two totals, one word total for treatment and one word total for control. The student totals were averaged to arrive at the mean score for treatment and control. The control and treatment groups were compared using a t-test. The test revealed that there was not a significant difference. The researcher recommends that computers be made available to students that are involved in a writing activity. Using a word processor greatly increases interest in the activity. Due to the increase in interest, a student with a written expression deficit would benefit from this opportunity. Appendixes contain a list of journal topics and permission letters. Contains 18 references. (RS)

ED 441 256 CS 217 125

Smith, Marvin; Teske, Ralph; Gossmeyer, Matt
Improving Student Achievement through the Enhancement of Study Skills.
PUB DATE- 00
NOTE- 86p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Action Research; Elementary Education; High Schools; *Instructional Effectiveness; Notetaking; Parochial Schools; Public Schools; *Study Skills; *Time Management
IDENTIFIERS- Direct Instruction; Illinois (Central); Lutheran Schools

This study described a program for improving students' study skills aimed at improving academic performance. The targeted population consisted of students in two public high schools and

IDENTIFIERS- *Dayton Public Schools OH

Despite their limitations, early evaluations of voucher programs provided program operators and evaluation teams with opportunities to learn the problems accompanying the study of school vouchers. Subsequent voucher programs in Dayton (Ohio), New York, and Washington, D.C., were designed to allow for the collection of high-quality information about student test scores and parental assessments of public and private schools. Because scholarships in these cities were awarded by lottery, program evaluations could be designed as randomized field trials. Prior to the lottery, the evaluation team collected baseline data on student test scores and family background characteristics. One year later, the evaluation team retested the students and asked parents about their children's school experiences. This paper reports on the experiences of students and families participating in a privately funded voucher program in Dayton, Ohio. An assessment by parents and students of the program's impact on student achievement and other education and social outcomes is provided. The appendix has three parts: (1) a discussion of the procedures for adjusting weights; (2) tables of characteristics of those who did and did not attend the followup testing sessions and results of logit models used to estimate weights; and (3) full results from equations estimating impacts on test scores. Contains 17 tables. (DFR)

ED 441 276 EA 030 403

Elementary and Secondary School Enrollment. Indicator of the Month.

PUB DATE- 00

NOTE- 4p.; One of 60 Indicators from "The Condition of Education 1999."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Elementary Secondary Education; *Enrollment Projections; *Enrollment Rate; Private Schools; Public Schools; *School Statistics; Tables (Data)

IDENTIFIERS- Department of Education; *Indicators; *National Center for Education Statistics; Office of Educational Research and Improvement

Past trends and projected future changes in the composition of enrollment across levels of education and regions of the country, as well as between public and private schools, indicate the amount of resources the nation's schools will require. This report issued by the National Center for Education Statistics indicates that total (public and private) elementary and secondary school enrollment increased during the late 1980s and 1990s, reaching an all-time high of 52.7 million in 1998. This increase followed declining total enrollment in elementary and secondary schools during the 1970s and early 1980s (from 51.3 million in 1971 to 44.9 million in 1984). Total elementary and secondary school enrollment is estimated to increase by 3 percent to 54.3 million between 1998 and 2008. Secondary school enrollments are projected to increase by 11 percent for both public and private schools between 1998 and 2008, while enrollment in prekindergarten through grade 8 is projected to decrease slightly. Total public school enrollment is estimated to increase in the South and West by 4 and 11 percent, respectively, but to decrease in the Northeast and Midwest by 1 and 3 percent, respectively, between 1998 and 2008. (DFR)

(141)
DESCRIPTORS- *Assistive Devices (for Disabled); Classroom Communication; *Communication Aids (for Disabled); *Computer Assisted Instruction; *Computer Mediated Communication; *Deafness; *Hearing Impairments; Higher Education
IDENTIFIERS- *Transcription

This report describes and discusses several applications of new computer-based technologies which enable postsecondary students with deafness or hearing impairments to read the text of the language being spoken by the instructor and fellow students virtually in real time. Two current speech-to-text options are described: (1) steno-based systems in which a stenographer uses a 24-key machine to encode spoken English phonetically into a computer where it is converted into English text and displayed on a computer screen; and (2) computer-assisted notetaking in which a typist with special training uses a standard keyboard to input words into a laptop/PC as they are being spoken. Both types of systems provide a real-time text output that students can read on a computer or television screen in order to follow what is occurring in class. For each of these systems, the report addresses how the system works, major considerations that need to be addressed with respect to its implementation as a support service in the classroom, who is qualified to provide the service, training needs, and how the system's effectiveness can be evaluated. An appendix contains a form for evaluating student needs for real-time stenographic services. (Contains 37 references.) (CR)

ED 441 297 EC 307 813

Sargent, Laurence R.
Social Skills for School and Community: Systematic Instruction for Children and Youth with Cognitive Delays.
PUB DATE- 98
NOTE- 300p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Communication Skills; Conflict Resolution; Elementary Secondary Education; Homework; *Interpersonal Communication; *Interpersonal Competence; Lesson Plans; *Mental Retardation; *Peer Relationship; Simulation; Social Development; *Teaching Methods; Work Environment
IDENTIFIERS- *Social Skills Training

This teaching guide presents a rationale for proactive social skills training for persons with mental retardation as well as over 100 examples of such instruction across the K-12 continuum. Chapter 1 provides a conceptual framework of social competence with principles of what, when, and how to teach social skills. Chapter 2 discusses the direct instruction of social skills including use of simulation and specific instructional procedures and processes. The bulk of the book consists of specific lesson plans organized by level (primary, intermediate, middle school/junior high school, and senior high school) and skill areas. Skill areas include: (1) classroom related skills, such as attending to the teacher during instruction and following classroom rules; (2) school-building related skills, such as boarding school buses, responding to school authority, and using free time productively; (3) personal skills; (4) interaction initiative skills; (5) interaction response skills; (6) community related skills, such as asking for directions, sportsmanship, and respecting public with Disabilities Act, the changing nature of accommodation requests, faculty participation, administration awareness, student and parental involvement, and service provider responsibility; (2) compliance standards and program requirements; (3) disability eligibility; (4) qualified status; (5) admissions, factors that influence the process, discriminatory application, and legal red flags; (6) reasonable accommodations; (7) the accommodations process; (8) nonacademic services; (9) facility access; (10) compliance mistakes; and (11) compliance strategies, including providing strong support for the Disabled Student Services Office, eliminating unilateral decision-making regarding the delivery of services, developing an effective monitoring system, reviewing the implementation of policies and procedures, developing a team approach, and ensuring the adoption of an effective monitoring process. An appendix includes flow charts for program standards, the accommodations process, compliance, and a list of six primary student responsibilities. (CR)

ED 441 316 EC 307 833

Tyler, Janet Siantz; Mira, Mary P.
Traumatic Brain Injury in Children and Adolescents: A Sourcebook for Teachers and Other School Personnel. Second Edition.
PUB DATE- 99
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; Behavior Problems; Check Lists; Cognitive Development; Cognitive Processes; Educational Environment; Elementary Secondary Education; *Etiology; Family Relationship; Family School Relationship; *Head Injuries; Intervention; Outcomes of Treatment; Preschool Education; Psychological Characteristics; *Student Characteristics; *Student Evaluation; *Symptoms (Individual Disorders); Teaching Methods; Transitional Programs

This book is designed to provide educators with the requisite information to successfully meet the needs of students with traumatic brain injury (TBI). It focuses particularly on students (preschoolers through adolescents) whose injuries are moderate to severe and who are expected to suffer educationally significant residual impairments. It provides an introduction to the characteristics and needs of these students relating to their schools. While the information contained in the book is specifically about students who have experienced TBI from external physical force, much of it is also applicable to those with other acquired injuries, including cerebral vascular accidents, near-drownings, brain infections, and brain tumors. Specific chapters address: (1) facts about TBI in children and adolescents, including incidence of TBI, levels of severity of TBI, causes of TBI, and risk factors; (2) developmental aspects of TBI; (3) immediate and long-term effects of TBI; (4) psychosocial effects of TBI; (5) continuum of treatment of TBI, components of a comprehensive program, how schools can interact with hospitals, and issues in financing the rehabilitation program; (6) planning for school reentry; (7) assessment of the student with TBI; (8) programming for students with TBI; (9) planning for transitions; (10) families of children and adolescents with TBI; and (11) implications for future directions. Appendices include a physical facilities and

PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Standards; Bilingual Education Programs; Classroom Techniques; Competency Based Education; Curriculum Development; Elementary Secondary Education; *English (Second Language); Higher Education; Language Teachers; Preschool Education; Professional Development; Second Language Instruction; Second Language Learning; Teacher Education; Teacher Educators; Teacher Qualifications; *Teaching Methods
IDENTIFIERS- Content Area Teaching; *Teachers of English to Speakers of Other Languages

Written by English-as-a-Second-Language (ESL) teachers and teacher educators who played key roles in the Teachers of English to Speakers of Other Languages' (TESOL) Standards and Assessment Project, this book is designed for preservice teachers in credential/licensure programs and master's programs at American universities and for practicing ESL and content area teachers. Faculty and providers of technical assistance to school districts will also find this volume useful for in-service teacher development. Chapter titles include the following: "Incorporating ESL Standards into Teacher Education: Ideas for Teacher Educators" (Nancy Cloud); "Changing Populations, Changing Needs in Teacher Preparation" (Natalie Kuhlman, Denise E. Murray); "A History of the ESL Standards for Pre-K-12 Students" (Emily L. Gomez); "Developments in Second Language Acquisition Research and Theory: From Structuralism to Social Participation" (Bridget Fitzgerald Gersten, Sarah Hudelson); "Using the ESL Standards for Curriculum Development" (Deborah J. Short); "Changing Paradigms for Assessment" (Anne Katz); "Standards-Based, Large-Scale Assessment of ESOL Students" (Margo Gottlieb); "Using Standards for Classroom-Based Assessment" (Margaret E. Malone); and "Disseminating the ESL Standards" (Else V. Hamayan). (Contains an extensive list of references.) (KFT)

ED 441 338 FL 026 259

Pollard, John D. E.
Interaction as a Construct of Oral Proficiency. Paper I.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Current Trends in English Language Testing (CTELT) Colloquium (Al-Ain, United Arab Emirates, 1998). For Paper II, see FL 026 260.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; *Computer Managed Instruction; *English (Second Language); Evaluation Methods; Evaluation Research; Foreign Countries; *Language Proficiency; *Language Tests; *Oral Language; Second Language Instruction; Second Language Learning; Test Validity
IDENTIFIERS- Saudi Arabia; United Arab Emirates

This paper describes efforts to devise a more effective method of assessing oral proficiency in English using a computer-based testing and computer-based test result management system. This new test would be designed to directly operationalize the second language constructs it measured, and would be developed with reference to the best practices revealed by recent research in the field. Scores are automatically sent to databases at the completion and evaluation of each task. Student performance is then used to drive an adaptive algorithm, determining the difficulty of successive tasks. This computerized testing would aid in assigning skills or constructs to individual tasks, apportion the skills required

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Curriculum Development; Education Work Relationship; *Employment Opportunities; Engineering Education; Higher Education; Instructional Materials; Partnerships in Education; Systems Approach; Systems Development; *Technology Transfer; *Transportation
IDENTIFIERS- Transportation Education; *Transportation Engineering

The purpose of this study was to develop a systems engineering educational module that could easily fit within existing transportation engineering undergraduate or technical courses in other engineering disciplines. The module is based on analysis of specific job roles and tasks of staff at various transportation agencies in Texas, and has three objectives: to define systems engineering; to relate its importance to intelligent transportation systems (ITS); and to provide basic exercises that introduce the concept of systems engineering and develop related skills. An introductory section discusses the background and purpose of the study. The next section reviews the case study analysis examining staff needs and hiring practices of transportation agencies to determine their entry-level job requirements and the skill levels expected by these agencies for new hires. The section on module development outlines the development process, including visual aids, lecture notes, and exercises. The study finds that this module addresses an educational need of the transportation profession, and can be easily incorporated into any undergraduate engineering program across the country to increase awareness and understanding of systems engineering and to encourage students to pursue transportation as a career. Appended are module presentation slides, slide notes, and the exercise. (CH)

ED 441 357 HE 032 813

Beckham, Edgar F., Ed.
Diversity, Democracy, and Higher Education: A View from Three Nations--India, South Africa, the United States.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Affirmative Action; Apartheid; Caste; Change Strategies; *Consciousness Raising; *Cultural Awareness; Cultural Differences; Curriculum Development; *Democracy; Developing Nations; *Diversity (Student); Educational Change; Educational History; Enrollment Trends; Faculty Development; Foreign Countries; Governance; *Higher Education; Politics of Education; Social Influences; Socioeconomic Influences; Teacher Improvement
IDENTIFIERS- India; Reform Efforts; South Africa

This publication includes six essays that were presented at the first of three tri-national seminars on diversity issues in higher education. The seminars brought together representatives and observers of higher education from India, South Africa, and the United States to explore the role of higher education in promoting understanding of human differences and challenges and the opportunities it presents to democratic societies. The first three chapters provide an overview of the historical context in which diversity issues are embedded in South Africa, the United States, and India. The next three discuss issues of special relevance to each country: higher education governance

Planning Academic Year Study Abroad.
PUB DATE- 00
NOTE- 732p.; For previous edition, see ED 428 610. For "Vacation Study Abroad, 2000/23001," see HE 032 852.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Students; Colleges; Eligibility; Foreign Countries; Higher Education; International Educational Exchange; *International Programs; *Program Content; Program Descriptions; Student Costs; *Student Exchange Programs; *Study Abroad; Universities
IDENTIFIERS- Institute of International Education NY

This guide provides descriptions of 2,617 study-abroad opportunities that take place during the academic year and are at least one academic quarter in length. Introductory information provides information on the Institute of International Education (IIE), IIE publications, how to use the guide, abbreviations, planning for study abroad, additional resources for study abroad, and suggestions on how to read study abroad literature. The main body of the guide consists of individual program descriptions arranged alphabetically by geographic region and country. In addition to specific country and city listings, there is a "worldwide" section for programs that are active in more than one world region. Each listing provides information on: institutional program sponsor, name of the program, program site, dates, subjects of study, eligibility, credit, instructional language and methods, cost, housing, deadline for application, other information, and contact information. Programs are indexed by sponsoring institution, consortia, fields of study, special options, and cost ranges. (RH)

ED 441 376 HE 032 852

Steen, Sara J., Ed.
Vacation Study Abroad 2000/2001: 50th Anniversary Edition of IIE's Complete Guide to Summer and Short-Term Study.
PUB DATE- 00
NOTE- 548p.; For previous edition, see ED 428 611. For "Academic Year Abroad, 2000/2001," see HE 032 851.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Students; Colleges; Eligibility; Foreign Countries; Higher Education; *International Educational Exchange; International Programs; Minicourses; Program Content; Program Descriptions; Second Language Programs; Student Costs; Student Exchange Programs; *Study Abroad; *Summer Programs; Universities

This guide provides descriptions of 2,239 summer and short-term study-abroad opportunities that range in length from one week to several months. Introductory material provides information on the Institute of International Education (IIE), IIE publications, how to use the guide, abbreviations, planning for study abroad, additional resources for study abroad, and

American Literature Course" (Randy Bass). Chapter 6 is titled "Audiences and Occasions: Using Course Portfolios for Peer Collaboration and Review of Teaching" (Pat Hutchings with a report by Kathleen Quinlan). An annotated bibliography of additional print and electronic resources is appended. (Contains 28 references.) (SM)

ED 441 394   IR 020 290

diSessa, Andrea A.
Changing Minds: Computers, Learning, and Literacy.
PUB DATE- 00
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Literacy; Computer System Design; *Computer Uses in Education; Educational Change; Educational Development; *Educational Technology; Educational Theories; *Information Literacy; Learning Theories; *Literacy
IDENTIFIERS- Computer Users; Technology Role

Rejecting the notion that the computer is merely a tool for more efficient instruction, this book shows how computers can be the basis for a new literacy that will change how people think and learn. It discusses the learning theory that explains why computers can be such powerful catalysts for change in education, in particular, how intuitive knowledge is the platform on which students build scientific understanding. It also discusses the material and social reasons for the computer's potential and argues for "two-way literacies," where everyone is a creator as well as consumer of dynamic and interactive expressive forms. The author gives many examples from his work using the Boxer computer environment, an integrated software system designed to investigate computational literacies. Chapters cover: (1) Computational Media and New Literacies--The Very Idea; (2) How It Might Be; (3) Snapshots: A Day in the Life; (4) Foundations of Knowledge and Learning; (5) Intuition and Activity Elaborated; (6) Explaining Things, Explainable Things; (7) Designing Computer Systems for People; (8) More Snapshots: Kids Are Smart; and (9) Stepping Back, Looking Forward. (Contains chapter notes and resources. Includes an index.) (AEF)

ED 441 395   IR 020 291

Girls & Technology: An Idea Book for Educators & Parents.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Educational Resources; *Educational Technology; Elementary Secondary Education; *Females; Learning Activities; Lesson Plans
IDENTIFIERS- *National Coalition of Girls Schools

This booklet represents an effort to combine research findings, strategies, teaching and parenting tips, activities, career profiles, and print and online information that can help make technology more accessible to girls. Chapters include: "Why a Focus on Girls & Technology: New Priorities"; "Girls & Technology: Different Styles of Learning"; "Girls & Technology: Different Teaching Strategies"; "Technology Tips for Teachers &

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bookmobiles; Case Studies; College Libraries; Elementary Secondary Education; Foreign Countries; Higher Education; Information Policy; Information Utilization; Library Development; *Library Extension; Library Services; Outreach Programs; Public Libraries; *Rural Areas; School Libraries; User Needs (Information)
IDENTIFIERS- Information Infrastructure; Site Visits; *Thailand

This paper reports case study findings that reveal diverse patterns of library and information services in five selected rural communities in Thailand. The case study involved site visits to examine documents, archival records, and library collections, to conduct individual focus groups and interviews, and to schedule observations. The patterns of library and information services included: rural public libraries, learning centers, and village reading centers under the public library system; a bookmobile service--part of a university library extension program; and a combined library within the school library system. The level of services of these patterns are discussed in relationship to the information policies, information infrastructure, and information needs and use. A number of recommendations are proposed to improve and promote the existing services. (Contains 11 references.) (Author/MES)

ED 441 418 IR 057 689

Chiruppapa, Siriporn
Standards for Bibliographic Control in Thailand.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cataloging; Classification; Foreign Countries; Library Automation; Library Cooperation; Library Networks; National Libraries; *National Standards; Subject Index Terms
IDENTIFIERS- Thailand

This paper summarizes initiatives related to standards for bibliographic control in Thailand. Topics addressed include: (1) standardized forms for headings; (2) standard bibliographic description; (3) standardized subject headings; (4) standards for classification schemes; (5) standardized format; (6) software application in libraries and information centers; (7) projects of the National Library of Thailand, including ISBN (International Standard Book Number), ISSN (International Standard Serial Number), and CIP (Cataloging-in-Publication); and (8) bibliographic networks, including the National Library, THAI NATIS, public libraries, academic libraries, library cooperation under the Ministry of Education, and library cooperation between private institutions. (MES)

ED 441 419 IR 057 690

Chisenga, Justin
Global Information Infrastructure and the Question of African Content.
PUB DATE- 99

Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Libraries; Cultural Pluralism; Disabilities; Disadvantaged; Elementary Secondary Education; Foreign Countries; *International Programs; Learning Resources Centers; *Library Associations; *Library Services; National Libraries; Public Libraries; School Libraries; Special Libraries; *Users (Information)
IDENTIFIERS- *International Federation of Library Associations

This paper provides an overview of the International Federation of Library Associations and Institutions (IFLA) Division III, a forum for the IFLA sections and round tables comprising libraries serving the general public, as well as special library services directed to specific groups of the general public, such as children, linguistic minorities, people with disabilities, and people in hospitals or prisons. Information about the goals, projects, and publications of the following sections and round tables is presented: Section of Public Libraries; Section of School Libraries and Resource Centres; Section of Libraries for Children and Young Adults; Section for Libraries Serving Disadvantaged Persons; Section of Libraries for the Blind; Section on Library Services to Multicultural Populations; Round Table--International Association of Metropolitan City Libraries (INTAMEL); Round Table on Mobile Libraries; and Round Table on National Centres for Library Services (ROTNAC). (MES)

ED 441 440 IR 057 711

Gnassi, Bruno
Accessing Canadian Federal Information: A Depository Program for the Twenty-First Century?
PUB DATE- 99
NOTE- 11p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Change; Decentralization; *Depository Libraries; Electronic Publishing; Federal Government; Foreign Countries; Futures (of Society); *Government Publications; *Information Technology; Internet; Models; Preservation
IDENTIFIERS- Canada; Electronic Resources

This paper examines the current status and future of Canada's Depository Service Program (DSP) for government information. The first section discusses the depository model, including changes due to information technology and decentralization of government authority. Access and preservation are addressed in the second section, including the implications of the migration to electronic format. The third section describes Service Canada, an initiative of the Canadian federal government mandated to: create a strong horizontal management structure; foster coordination, partnerships, and alliances among federal departments and agencies; and champion citizen-centered integrated service delivery. The next section considers traditional media, focusing on the continued popularity of

NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Guidelines; Job Skills; Librarians; *Library Role; *Library Services; Library Standards; Occupational Information; *Prison Libraries; Public Libraries; User Needs (Information)
IDENTIFIERS- Europe; North America; United States

This paper examines the background and roles of prison libraries in North America and Europe. Identified roles include: popular reading materials center; independent learning center; formal education support center; leisure and recreational activities center; legal information center; treatment program support center; information center on outside community; personal retreat center; staff research center; and school curriculum support center. The similarities and differences between public and prison libraries are described. The information needs and reading interests of inmates are highlighted, and reference is made to international and national prison library standards and guidelines. The educational and human qualifications needed to be a successful prison librarian are also considered, and the difficulties and rewards inherent in this still untraditional career choice are explained. (Author/MES)

ED 441 463 IR 057 734

Lerdsuriyakul, Kulthorn
Public Library in Thailand.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electronic Libraries; Foreign Countries; Information Technology; *Library Development; Library Role; *Library Services; *Public Libraries
IDENTIFIERS- *Thailand

This paper on public libraries in Thailand begins with a section that provides background on public libraries in the past, lists the functions of the public library, and describes three size classifications of public libraries. The second section outlines the tasks of the current public library in three areas: informal education; nonformal education; and local information center. The third section summarizes areas for expansion of public library services. An electronic libraries project is described in the final section, including: background information and justification for the project; objectives; project implementation; project methodology; target group services; follow-up and evaluation; responsible agency; and expected benefits. (MES)

ED 441 464 IR 057 735

Lim, Edward
Southeast Asian Subject Gateways: Examination of Their

sanitary, hygienic, and light conditions of storage in depositories with unregulated climate. The report shows the stabilization and research of documents carried on by the research center of conservation of documents of the Russian state library to be insufficient for rehabilitating the documents which are constantly deteriorating under the influence of the environment in old depositories with unregulated climate. Reconstruction of the library's main depository of 19 tiers has begun. The report considers the difference between old depositories and those under reconstruction. The impact of the environment on the preservation of materials is analyzed. (Author/MES)

ED 441 486 IR 057 757

Place, Emma
International Collaboration on Internet Subject Gateways.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Directories; Foreign Countries; *Gateway Systems; Guidelines; *Information Services; *Internet; Library Role; Online Searching; Standards
IDENTIFIERS- Europe; International Standards; Search Engines; Web Sites

A number of libraries in Europe are involved in the development of Internet subject gateways--services that aim to help users find high quality resources on the Internet. Subject gateways such as SOSIG (Social Science Information Gateway) have been available on the Internet for some years now, and they offer an alternative to Internet search engines such as AltaVista and to directories such as Yahoo. Distinctively, subject gateways draw upon the skills, practices, and standards of the international library community and apply these to Internet-based information. This paper suggests that librarians are ideally placed to play a major role in building Internet resource discovery services and that subject gateways offer a means to do this. It outlines some of the subject gateway initiatives in Europe and describes the tools and technologies developed by the DESIRE project to support the development of new gateways in other countries. It also discusses how IMesh, a group for gateways from around the world, aims to work on an international strategy for subject gateways and on developing standards to support this. Contains 22 Web resources. (Author/MES)

ED 441 487 IR 057 758

Poon, Paul
Interlibrary Lending Activities in Hong Kong--An Overview.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; *Library Research; Library Services; Library Statistics; Literature Reviews; *Qualitative Research; *Research Methodology; Research Skills
IDENTIFIERS- *Impact Studies; Social Impact; Value Analysis

At a time when emphasis is being placed on quality, standards, and accountability, the research world is spending more time assessing the value and impact of library organizations. This paper argues that research in this area requires sociological and psychological research skills. Qualitative data are as important as statistics. Different research methodologies are identified in a review of some recent studies. The result of such work must be made known, and new research is required to explore the relationship between research and the decisions taken by professionals and policymakers. It is important to ensure that value and impact studies have value and impact. (Contains 19 references.) (Author/MES)

ED 441 508 IR 057 779

Varatorn, Supannee
National Award Books as Quality Information Resources in Thailand.
PUB DATE- 99
NOTE- 10p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; *Awards; *Books; Content Analysis; Elementary Secondary Education; Evaluation Criteria; Fiction; Foreign Countries; *Information Sources; Library Materials; Library Surveys; National Libraries; Nonfiction; Postsecondary Education; Problems; Public Libraries; Publishing Industry; *Reading Materials; School Libraries
IDENTIFIERS- *Book Awards; *Contests; Thailand

This paper deals with the importance of book contests and book awards in Thailand, especially the National Book Awards announced during the National Book Week. The results of an analysis of the fiction and nonfiction national award books by author, content, and subject are discussed in order to show how these highly recognized books are quality information resources. A study of the availability of these national award books in some leading academic, school, public, and national libraries is also presented. The findings offer suggestions for improving book production in Thailand, enhancing the value of national award books, and making information professionals and users aware of these quality information resources and putting them to the best use. (Author/MES)

ED 441 509 IR 057 780

Webster, Duane
Emerging Responses to the Science Journal Crisis.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-

IDENTIFIERS- *Oklahoma

This report contains analyses of income and expenditures in the Oklahoma State System of Higher Education for the fiscal year 1998-99. The 1998-99 income and expenditure data are divided into two sections: Educational and General--Part 1 and Educational and General--Part 2. The two-part classification divides the regular, ongoing programs from the special, one-time projects. Part 1 reflects all income and expenditures for educational and general activities normally associated with institutions' educational functions and supported primarily by revolving and state-appropriated funds. Part 2 reflects incomes and expenditures for those educational and general activities not anticipated to recur regularly. These are contractual or grant agreements for research or other services supported fully by the sponsors. The general categories used in this report are: Educational and General--Part 1, Auxiliary Enterprises, Student Aid, Educational and General--Part 2, Sponsored Research, and Other Sponsored Programs. Educational and General--Part 1 expenditures and income are reported and analyzed in depth. Auxiliary Enterprises, Student Aid, and Educational and General--Part 2, Sponsored Research, and Other Sponsored Programs are grouped for reporting purposes. Appended in this report is a summary of all current expenditures. Contains 26 tables and 5 figures. (VWC)

ED 441 530 JC 000 369

Articulation Report: Report for the Florida Community College System, Data for Fall 1995, Fall 1996, Fall 1997.
PUB DATE- 00
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; *Community Colleges; *Enrollment; Enrollment Trends; Higher Education; Institutional Research; State Universities; Statewide Planning; *Student Characteristics; Tables (Data); *Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *Florida Community College System; State University System of Florida

This articulation report presents descriptive headcount statistics for undergraduates in Florida's State University System (SUS) institutions who, prior to enrolling in the university, were enrolled in a Florida public community college. In fall 1997, there were 66,299 such students, a decrease of 0.7 percent from fall 1995 in which there were 66,781. Females accounted for 57 percent of transfer students. Between 1995 and 1997, White transfer student enrollment at the university decreased by three percent, Black student enrollment increased by one percent, Hispanic student enrollment increased by one percent, and Asian student enrollment increased by one percent. In 1997, 71 percent of students transferred between 60 and 89 semester hours upon entering the SUS. Sixty-nine percent of transfer students in 1997 earned a 2.5 grade point average (GPA) or higher at the university. Tables contained in the report include: (1) students by gender; (2) students by race; (3) students by age; (4) students by date of entry; (5) students by semester hours transferred; (6) students by cumulative semester hours; (7) students by community college; (8) students by community college and university; (9) students by university GPA; (10, 11) GPA of students transferring by semester hours transferred; (12, 13) university GPA averages of particularly if current patterns continue. (Contains 15 references.) (VWC)

ED 441 550 JC 000 398

Wu, Robert T. Y.
Moving toward Community Colleges: A New Alternative in Postsecondary Technical Education in Taiwan, Republic of China.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (Orlando, FL, December 12-15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Comparative Education; *Educational Change; Educational Practices; Foreign Countries; *Long Range Planning; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Taiwan

As we enter the 21st century, most of the countries in the world are facing three critical challenges: competing in a global economy, reversing the expansion of a permanent and disenfranchised underclass, and developing a workforce with information-age skills. Many educational reform strategies have been adopted to meet the challenges. In Taiwan, community colleges are proposed as an effective measure to cope with such challenges. The traditional functions of community colleges include transfer education, vocational-technical education, continuing education, developmental education, and community service. It is imperative to establish community colleges to carry out these functions while still maintaining the traditional characteristics of community colleges: low tuition, cost-benefit justifiable programs, and community-based learning. A draft of the Community College Act was enacted by the Ministry of Education (1998) to accelerate the establishment of community colleges. However, the theory and practice in designing such colleges must be scrutinized to smooth the inception of such colleges in Taiwan. This paper addresses the background of such inception, the current status of postsecondary technical education, and the planning strategies for the establishment of community colleges. Contains 16 references. (Author/VWC)

ED 441 551 JC 000 409

Walker, Kristen L.
Facing Challenges: Identifying the Role of the Community College Dean. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Drawn from: "Dimensions of Managing Academic Affairs in the Community College." New Directions for Community Colleges, Number 109.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Deans; Administrator Responsibility;

and child welfare systems and presents tips for working with each of these professionals. The fourth pamphlet, "Assessing Child Safety in Foster Homes," outlines a method of assessing youth safety in four areas: (1) child; (2) affect; (3) relationships; and (4) environment. (KB)

ED 441 570 PS 028 556

Abecassis, Maurissa; Hartup, Willard W.
The Hatfields and the McCoys: Prevalence and Significance of Mutual Antipathies among Preadolescents and Adolescents.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; Antisocial Behavior; Elementary Education; Females; Foreign Countries; Males; Peer Acceptance; *Peer Relationship; *Preadolescents; Prosocial Behavior; *Sex Differences
IDENTIFIERS- *Disliked Children; Netherlands

In this study, questions regarding the prevalence of mutual antipathies and their relation to the behavior of individual children were examined among preadolescents and adolescents. Mutual antipathies were defined as relationships in which children mutually nominated one another as least liked on a sociometric task. A distinction was drawn between same sex (SS) and mixed-sexed (MS) antipathies. Findings indicated that SS antipathies were more prevalent among boys than girls, especially in preadolescence. Involvement in MS antipathy was similar among boys and girls in preadolescence and adolescence. Involvement in SS antipathies was related to greater antisocial behavior and greater aggressiveness in preadolescence and adolescence, after social rejection was taken into account. Involvement in MS antipathy was associated with different patterns of adaptation for boys and girls: boys with MS antipathies were more antisocial and more prosocial in preadolescence, and more aggressive, higher achieving, and less withdrawn in adolescence, whereas the opposite pattern was observed for girls with MS antipathies. (EV)

ED 441 571 PS 028 558

Rhode Island Kids Count Factbook, 1999.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Northeast and Islands Regional Educational Lab. at Brown Univ., Providence, RI.; Rhode Island Foundation, Providence.; United Way of Southeastern New England, Providence, RI.; Carnegie Corp. of New York, NY.
PUB DATE- 99
NOTE- 182p.; For 1998 Factbook, see ED 420 416. Also supported by Prince Charitable Trusts.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Day Care; Demography; Early Parenthood; Elementary Secondary Education; Family Income; Health Insurance; High School Graduates; Incidence; Lead Poisoning; Low Income Groups; Mortality Rate;

NOTE- 194p.; Assistant editor is Ramona J. Shoenrock.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Business Education; Business Education Teachers; *Educational Assessment; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Higher Education; Measures (Individuals); Partnerships in Education; *Performance Based Assessment; Portfolio Assessment; Scoring Rubrics; Secondary Education; *Student Evaluation; Teacher Education

This yearbook examines the implications of assessment, assessment design, and multiple assessment tools. The five sections of the book are designed for developing and implementing assessment strategies for the business education curriculum, and several of the 14 chapters contain examples of assessment. The chapters cover the following topics: (1) "Assessment in Education--The Past, Present, and Future" (Susan R. Hatfield, Kenneth L. Gorman); (2) "The Importance of Assessment in Business Education" (Sandy Braathen, Marcel Robles); (3) "Characteristics of Good Assessment" (Judith J. Lambrecht); (4) "The Evolution of Assessment, Testing, and Evaluation" (George A. Mundrake); (5) "Developing Appropriate Assessment for a Business Teacher Education Program" (Linda Cresap, Julianne Eklund); (6) "Course and Program Assessment Strategies: A Case Study" (Susan Jaderstrom); (7) "Authentic Assessment" (Ronald F. Fulkert); (8) "Alternative Assessment" (Nancy D. Zeliff); (9) "Rubric- and Portfolio-Based Assessment: Focusing on Student Progress" (Marcia Bush, Michael Timms); (10) "Business and Education: A Partnership for Successful Assessment" (Ann A. Cooper, Katherine Cliatt); (11) "Enhanced Assessment through Student Participation" (Jill White, Wally Holmes Bouchillon); (12) "New Assessment Strategies To Improve Business Teacher Preparation" (Betty J. Brown); (13) "Assessment in Content Areas" (Wayne A. Moore); and (14) "Assessment in Elementary, Middle, and Junior High School Business Classes" (James Russell Smith, Jr.). (Each chapter contains references.)

ED 441 081   CE 080 088

Weigand, Kathy
Adult Learners and Distance Education Evaluation: Implications for Success.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Programs; *Adult Students; Audiovisual Instruction; *College Programs; *Distance Education; Educational Television; Higher Education; Program Effectiveness; *Student Attitudes; Student Motivation; *Telecourses; Television Teachers
IDENTIFIERS- *Barry University FL

The telecourse education program created by Barry University in Florida was evaluated by use of a questionnaire designed to measure students' overall satisfaction or dissatisfaction with the telecourse process. The questionnaire contains questions about how students heard about the telecourses, whether services were accommodating, what they liked most and least about the process, their motivation, their feelings about the onsite sessions, whether they will register for another telecourse, and future courses they would like to see delivered. Evaluation questionnaires were sent to students' homes after the end of each course, with assurance of

ED 441 098 CE 080 109

Leadership Development. Symposium 12.
PUB DATE- 00
NOTE- 28p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Change Agents; *Emotional Response; Human Resources; *Labor Force Development; *Leadership; Leadership Qualities; *Leadership Styles; *Leadership Training; Military Training
IDENTIFIERS- *Learning Organizations

Three presentations are provided from the Academy of Human Resource Development (HRD) 2000 Conference Proceedings. "Leadership Development: A Review of the Theory and Literature" (Susan A. Lynham) has four parts that analyze the leadership development process: the present state of the available body of knowledge on leadership development; core knowns in the body of literature; key "voids" or "unknowns" in the literature; and contributions to and possible implications of the insights gained for future HRD research. "Developing Workplace Leaders through Their Emotional Reactions: Creating Committed Change Agents To Build a Learning Organization" (Darren C. Short, Peter Jarvis) explores the concept and design of leadership development at an emotional level (learning through emotional reactions) and describes a program of book readings, group discussions, and reflective writing. Wider implications for HRD are raised. "Investigation of a Leadership Development Program" (Brad D. Lafferty, Christina L. Lafferty) used Sashkin's Visionary Leadership Theory (VLT) to study whether leadership training at a certificated military leadership school affects individual leadership style and characteristics. It offers findings that support VLT and suggests that exposure to the transformational leader has long-term effects that continue beyond the training intervention. The papers contain reference sections. (YLB)

ED 441 099 CE 080 110

Innovative Session 2. Concurrent Innovative Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 10p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Computer Simulation; *Corporate Education; Human Resources; *Internet; *Labor Force Development; Teaching Methods

Two presentations are provided from Innovative Session 2 of the Academy of Human Resource Development (HRD) 2000 Conference proceedings. "Training Companies Speak Out on HRD Industry Changes: Symposium Introduction" (R. Wayne Pace) describes how this symposium explores the process of consolidation in the field, how the Internet is being used to deliver training, and the effect of computers on the facilitation of simulations.

Callahan), which investigated incidental learning that bridges the gap when individuals are linked through economic development centers to create innovative new businesses. The theoretical framework included professional culture, informal and incidental learning, boundary-spanning, and resource linkage. Analysis of 82 critical learning incidents yielded findings in both functional and bridging learning, highlighting the role of context design. The final paper, "Independent Workforce Theory: Implications for HRD" (Jules K. Beck), contends that advancements of technology, coupled with the globalization of industrial and commercial activity, is empowering a highly educated, independent workforce, significantly altering the relationship between management and labor. The papers contain reference sections. (KC)

ED 441 117 CE 080 128

Ethics and Integrity. Symposium 27. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 24p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Business Administration; Delphi Technique; Educational Needs; Educational Philosophy; *Ethics; Human Resources; *Integrity; *Labor Force Development; Learning Strategies; Organizational Development; Postsecondary Education; *Social Responsibility; *Staff Development; Values Clarification

This packet contains three papers on ethics and integrity from a symposium on human resource development (HRD). The first paper, "Factors Influencing Ethical Resolution Efficacy: A Model for HRD Practitioners" (Kimberly S. McDonald), proposes a model of ethical resolution efficacy for HRD practitioners. The model suggests that factors related to the individual internal environment and the HRD profession will influence ethical resolution efficacy. The second paper, "Key Ethical Issues for Human Resource Development in the Future: A Delphi Study" (Julie C. Roberson, Barbara E. Hinton), reports on a study conducted to ascertain and gain consensus on key ethical issues facing HRD professionals in the future and whether HRD professionals consider corporate social responsibility an ethical issue to be faced in the future. Using the Delphi research method, a panel of experts arrived at consensus on 41 issues identified as ethical. The final paper, "The Social Responsibility Performance Outcomes Model" (Tim Hatcher), proposes a new conceptual model for HRD and Performance Improvement (PI) scholars and practitioners that addresses the critical need to develop PI and HRD interventions that are socially and environmentally responsible. The papers contain reference sections. (KC)

ED 441 118 CE 080 129

Feedback Systems. Symposium 28. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 27p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.

Communication Skills; Comparative Analysis; *Educational Environment; Employer Employee Relationship; Graduate Study; Human Resources; Influences; *Labor Force Development; Learning Processes; Longitudinal Studies; *Predictor Variables; Proprietary Schools; Skill Development; Technical Institutes; Two Year Colleges
IDENTIFIERS- Generation X; Myers Briggs Type Indicator

This document contains three papers from a symposium on individual learning issues that was conducted as part of a conference on human resource development (HRD). "Communication in the Workplace: Using Myers-Briggs To Build Communication Effectiveness" (Patrice M. Scanlon, Judy K. Schmitz, Tracey Murray, Lisa M. Hooper) reports on a study of workplace communication that suggested a relationship between length of employment and employees' satisfaction with communication between supervisors and their peers. "An Analysis Using Houle's Typology of Learning Orientation and Selected Variables in Predicting Student Persistence in a Two-Year Proprietary Technical College" (Francis C. Pengitore) discusses a longitudinal study of 468 students that examined the following three questions: (1) whether a profile exists for students who persist in college; (2) whether Houle's Typology of Learning Orientation is useful in predicting student persistence; and (3) whether a relationship exists between student persistence and learning orientation, income level, race, gender, high school graduation status, and college entrance examination scores. "Examining the Differences in Preferred Learning Environments between Members of the 'X' and the Baby Boomer Generations" (Blue Wooldridge, Stacey Bellamy) presents data on the preferred learning environments of approximately 200 Baby Boomer and Generation X graduate students in administration. The papers contain reference sections. (MN)

ED 441 136 CE 080 147

Innovative Session 7. Concurrent Innovative Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 17p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; *Educational Research; *Educational Theories; Job Performance; *Labor Force Development; Literature Reviews; Models; Professional Development; *Research Methodology; Synthesis; *Theory Practice Relationship; Training Methods; Training Objectives
IDENTIFIERS- Emotional Intelligence; *Theory Development

This document consists of two papers on theory building from a conference on human resource development (HRD). Both "Theory Building Research in HRD--Pushing the Envelope!" (Richard A. Swanson, Susan A. Lynham, Wendy E. A. Ruona, Richard J. Torraco) and "The Role of Theory Building in Maturing the Human Resource Development Profession" (Susan A. Lynham) explore the increasing importance of theory building in HRD. As an applied discipline, HRD presents the demand of connecting theory, practice and research. A well-constructed theory gives clarity to the complex phenomena underlying HRD by providing a system for understanding its core ideas and interrelationships. The philosophical framework for HRD consists of the following three components: (1) ontology; (2) epistemology; and (3) axiology and (5) in addition to providing opportunities for on-line discussions and information sharing among peers, Web courses allow students to develop self-sufficiency and engage in independent thinking and research. (MN)

ED 441 154 CE 080 179

Hudson, Larry
Organization, Support and Interaction for Adult Students in Web Courses.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Technology for Education and Training International Conference (3rd, Gjovik, Norway, June 8-11, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Distance Education; *Educational Needs; Educational Trends; Futures (of Society); Higher Education; *Lifelong Learning; On the Job Training; *Student Attitudes; *Teaching Methods; *World Wide Web
IDENTIFIERS- *Online Courses

World Wide Web-based college courses offer opportunities for adult students to continue their education and earn a degree if they so desire. The flexibility of this technology allows students to log on and learn whenever they have the time, and the format is often more interactive than traditional classes. Teaching a Web-based class requires instructors to learn along with their students, be very organized, and respond to students' inquiries in a timely manner. For the most part, students are enthusiastic about using the Internet for learning, and even traditional college students living on campuses are requesting Web-based courses. This method of distance learning clearly will play a greater part in education in the future. (KC)

ED 441 155 CE 080 180

Greer, Linda B; Hudson, Larry; Paugh, Robert
Student Support Services and Success Factors for Adult On-Line Learners.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Conference of the International Society for the Exploration of Teaching Alternatives (28th, Cocoa Beach, FL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; Continuing Education; *Distance Education; Educational Attitudes; Higher Education; Inservice Teacher Education; Nontraditional Education; *Student Attitudes; *Student College Relationship; Student Motivation; *Student Personnel Services; *Vocational Education Teachers; *World Wide Web
IDENTIFIERS- Online Courses; *University of Central Florida

A study examined a variety of student support services and four areas for student success from the viewpoint of World Wide Web-based learners in the University of Central Florida College of Education, Vocational Education area. A two-part on-line survey form was included in the exam files for adult learners in four Web-based courses during spring term 1998. A total of 48 adult planning post-16 education. "Education and Training as a Learning Market" (Peter Robinson) explores the possible conflicts inherent in attempting to make the post-16 training system learner driven and responsive to the needs of the following entities: individuals; businesses; communities; and national, regional, and local skills agendas. "Learning and Skills as a Mutual Enterprise" (Mick Fletcher) discusses government reform proposals in light of the concept of mutuality. "The New Learning Market: Who Pays, and for What?" (Geoff Stanton) considers the impact of the government proposals on educational finance. "Performance Indicators: 'Measure for Measure' or 'A Comedy of Errors'?" (Adrian Perry) explores the problems of ensuring that education and training are meeting public sector goals. "The Drivers for Change in Post-16 Learning" (Peter Robinson) examines the objectives underlying the government proposals. "What Do Employers Want? Do They Know? And Should We Listen?" (Andy Westwood) outlines the impact of the new emphasis on employer views on the supply and demand sides of educational policy delivery. Several papers contain substantial bibliographies. (MN)

ED 441 174   CE 080 214

Fletcher, Mick
Education Maintenance Allowances: The Impact on Further Education. FEDA Reports.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Accountability; College Programs; *Economically Disadvantaged; Educational Attainment; Evaluation Methods; Foreign Countries; Participation; *Performance Contracts; *Pilot Projects; Postsecondary Education; Program Effectiveness; Program Evaluation; *Student Financial Aid
IDENTIFIERS- *England; Impact Studies

In September 1999, a pilot program of Education Maintenance Allowances (EMAs) was introduced in 15 local education authorities (LEAs) in England to provide payments to students aged 16-19 who are from low-income families and who are attending full-time courses in schools and colleges. Participants are entitled to 2 years' support and must be following a full-time course. The program requires that participating students, parents, and colleges sign learning contracts detailing students' learning program, agreed learning goals, and homework and attendance requirements. The pilot program has revealed several issues associated with EMA planning, monitoring, and program design; student support; and transition. The experience of the first stage of the pilot program indicates that early involvement with LEAs in planning the arrangements for EMAs in an area will be vital. Although EMA recipients have generally accepted the tough monitoring of their adherence to their learning contract, the need to report unauthorized absences has created problems for college systems. EMAs appear to have increased low-income youths' participation in postcompulsory education. Four of the new EMA pilots will focus on home-to-college transport. Other issues identified include the need for colleges to publicize the program better and assist students with applications. (MN)

ED 441 175   CE 080 215

review of the research by Tom Miller and Elizabeth Whitt on learning outside of the classroom. Lee Upcraft and Ernest Pascarella, in Chapter Five, offer a model for assessing and measuring learning outcomes. The monograph concludes with a description of steps that student affairs staff can take to implement the student learning imperative. (Contains 155 references.) (JDM)

ED 441 194 CG 029 994

Lampkin, Patricia M.; Gibson, Elizabeth M.
Mountains and Passes. Traversing the Landscape of Ethics and Student Affairs Administration. NASPA Monograph Series 22.
PUB DATE- 99
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; College Administration; College Students; *Ethics; Feminism; Higher Education; *Individual Development; Moral Development; Responsibility; *Student Personnel Services
IDENTIFIERS- Virtues

This book uses the analogy of three mountains on the horizon that must be traveled in order to explore ethics in relation to student affairs. It contends there are three major approaches to ethics that represent three major approaches to the moral life: (1) principles-based; (2) case-based; and (3) virtues-based. In order to facilitate a person's experiences in using these approaches, an overview is presented, with an assessment of the strengths and weaknesses of the approaches. The chapters refer to an extended case encapsulating the events of a real situation. Chapter One discusses several major approaches to ethics and student affairs administration. Chapter Two presents a single case in depth. In Chapter Three, a summary of major principles-based approaches to ethics is presented. Chapter Four explains the case-based approach to ethics, and how the guiding rules emerge from the facts of the case itself. Another approach to ethics, the virtues-based approach is discussed in Chapter Five. In the virtues-based approach a person asks "What would be correct for me to do in light of my moral character?" The book concludes with Chapter Six, which presents ethics of responsibility as one way to synthesize the various approaches to ethics. The ethics of responsibility draws on the three ethics methods previously discussed, the expressive-collaborative approach, and the contributions of feminism. This information is presented to help people identify which approaches to ethics reflect their personal values, and to articulate the reasons behind this affinity. (Contains 128 references.) (JDM)

ED 441 195 CG 029 995

Powerful Partnerships: A Shared Responsibility for Learning. A Joint Report.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

confidence to make their own best decisions about the learning that goes on in their classrooms. The book presents even more actual teaching scenarios than in the first and second editions, including additional examples from content areas such as math, science, art, music, and kinesiology. Each of the scenarios demonstrates valuable lessons to be learned from content-area teachers struggling and triumphing as they implement stimulating reading, writing, and learning strategies. The book is divided into the following chapters: (1) Readers, Teachers, Learners: An Introduction; (2) Active Learning in Language-Based Classrooms; (3) Comprehension Strategies: The Tools of Literacy; (4) Classroom Assessment of Literacy Growth and Content Learning; (5) Initiating Students to New Learning; (6) Expanding Vocabulary and Developing Concepts; (7) Writing as a Tool for Active Learning; (8) Literature across the Curriculum and throughout Life; (9) Strategic Learning across the Content Areas; (10) Expanding Literacy and Content Learning through Computer Technology; (11) Meeting the Literacy Needs of Special Students; and (12) Becoming an Effective Literacy Professional. (Contains an approximately 125-item bibliography of literature in and for students who speak "Other Englishes.") (NKA)

ED 441 215   CS 013 964

Edlger, Marlow
Providing Leadership in the Reading Curriculum (Making Choices).
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Elementary Education; *Language Arts; *Literacy; Oral Reading; Reading Achievement; *Reading Instruction; *Reading Skills
IDENTIFIERS- *Holism; Reading Across the Curriculum; *Reading Fluency

Noting that language arts and reading across the curriculum are in vogue, this paper asserts that reading is an important and distinct part of the language arts and overall school curriculum. It discusses actions and methods involved in the teaching of reading itself, including: (1) oral reading to and by students; (2) availability of a variety of book selections; (3) use of basal readers; (4) development of skill techniques for word recognition, such as phonics, syllabication, and context and picture clues; (5) determination of reading levels; (6) awareness of problems in reading, signaled by reading error types; and (7) fostering of reading for diverse purposes. The paper concludes that quality reading involves the ability to comprehend and understand that which has been read, and that when pupils read, the approach used should stress holism as much as possible. (EF)

ED 441 216   CS 013 965

Edlger, Marlow
Appraising Progress in Middle School Reading Instruction.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

replacing the old with the new, English specialists are incorporating the best of the past with the most interesting and productive pedagogical implications of the present. Information technology has paved the way for the transformation of English into a dynamic subject in the twenty-first century. Because the new technologies confirm and institutionalize so many critical theory principles, post-structuralist theory can at last play its promised transformative and empowering role. In the constant change of this evolving technocultural world, what intellectual reference points can instructors offer students? Instructors must encourage students to be alert to the forces which position them and which have positioned readers and readings throughout history. If the instructor's role is encouraging students to read culture and add to that culture through their own text-making, then a model is created that allows for both canonical and non-canonical subject matter. (EF)

ED 441 236   CS 217 093

Siebler, Kay
Feminist Composition Pedagogy: Sylphs Teaching with Hexed Tongues.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; *Consciousness Raising; Critical Thinking; *Feminism; Higher Education; *Perspective Taking; Teacher Role; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Feminist Pedagogy; Feminist Scholarship

This paper discusses issues of feminist implementation in teaching college composition, focusing on the difference between creating an equitable classroom environment versus imposing a specific point of view. It begins by discussing the difference between feminist pedagogy and feminist activism. The paper then suggests that a successful feminist pedagogy utilizes feminist leadership, which calls upon the leader to empower members of the group, to de-center the position of authority whenever possible, and to recognize and maximize members' interests and strengths. The paper concludes that what matters in feminist pedagogy is that the teacher be critical of his/her own pedagogy and also that he/she encourage and nurture students to become involved in the pedagogy and their own education. (Contains 15 references.) (EF)

ED 441 237   CS 217 096

Ediger, Marlow
Reading, Writing and the Social Studies.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Writing; Elementary Secondary Education; *Social Studies; Student Journals; *Writing Across the Curriculum; *Writing Assignments; *Writing Skills
IDENTIFIERS- *Writing to Learn; Writing Topics

one parochial grade school in a medium-sized metropolitan area located in central Illinois. The lack of these skills by students at all levels had been demonstrated through surveys, teacher observations, professional writings, and poor student achievement. Analysis of probable cause data revealed that many students failed to possess adequate study skills which included note taking, test preparation, time management, and organizational skills. Baseline data demonstrated that students were lacking in the aforementioned skills. Through intervention, the researchers hoped to enhance student academic performance. It was also their desire to lower student stress levels by diminishing homework anxiety. This was accomplished through visual displays, direct instruction in study skills, and improved organizational techniques. The research suggested that many teachers are often ill prepared to effectively teach study skills. The research also suggested that parental involvement is a key factor in determining student academic achievement. It was hoped that the interventions would have a positive impact on student achievement and time management skills. Although most of the numbers did not indicate significant improvement, the students gained knowledge about various study skills and when best to implement them. (Contains 7 graphs and 23 references. Appendixes contain numerous survey instruments and tabulations of survey data.) (Author/RS)

ED 441 257 CS 217 126

Myers, Anne; Schulthes, Linda; Taff, Jill; Taff, Kerry
Increasing Spelling Achievement Using an Integrated Approach Emphasizing High Frequency Words.
PUB DATE- 00
NOTE- 129p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; Integrated Activities; Low Achievement; *Spelling; *Spelling Instruction; Writing Skills

This research focuses on a program for improving spelling achievement through an integrated approach using high-frequency words. The targeted population consisted of a third grade class, a fourth grade special education resource class, a sixth grade language arts class, and an eighth grade language arts class. All classrooms were located in rural settings in the Midwest. The problems of inadequate spelling ability were evidenced by teacher observation of students' daily written work and students' inability to retain spelling knowledge for transfer into their writing. Data gathered support the writers' perception of the problem. Traditional basal spelling programs are not geared to promote the transfer of spelling strategies to other subject areas. Research suggests students would be empowered by a program exposing them to explicit strategies based on words that are frequently used in student writing. These findings influenced the researchers in their decision to implement a program based on the embedded model of teaching spelling focusing on high-frequency words. Post-intervention data reflected a significant decline in students' spelling errors. By the end of the intervention the students were well aware that they were expected to spell high-frequency words correctly at all times in all writing. It was apparent that the students were doing a better job of proofreading their work. The data also suggested that students were retaining the

ED 441 277 EA 030 404

Collective Bargaining Agreement between the U.S. Department of Education and the National Council of Department of Education Locals, Council 252, American Federation of Government Employees.
PUB DATE- 95
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Arbitration; *Collective Bargaining; *Conflict Resolution; Educational Responsibility; Elementary Secondary Education; *Government Employees; Government Publications; Labor Problems; *Negotiation Agreements; Staff Development; *Work Environment
IDENTIFIERS- *Department of Education

This document publicizes the collective bargaining agreement between the U.S. Department of Education and the National Council of Department of Education Locals, Council 252, American Federation of Government Employees, effective February 23, 1995. It contains all articles and sections of that agreement pertaining to the following subheadings: (1) General Provision; (2) General Rights, Responsibilities, and Relationships; (3) Personnel Programs, Policies, and Procedures; (4) Working Conditions and Related Articles; and (5) Problem Resolution Procedures. Contained in the Agreement is a "Memorandum of Understanding" between the Council of Education Locals, No. 252, and the United States Department of Education which lists further details of a Collective Bargaining Problem Resolution Procedure and the Informal Dispute Resolution Center Process as a prerequisite for employee grievances as well as other details regarding election of procedures and time limits. (DFR)

ED 441 278 EA 030 405

Malen, Betty; Muncey, Donna
Exploring the Tensions between State Activism and School Autonomy.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 29-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Government School Relationship; School District Autonomy; *State Departments of Education

Since the 1970s, states have substantially and dramatically increased their involvement in education while simultaneously endorsing notions of local control. This paper focuses on the impact of such persistent and pervasive state activism on school autonomy. It describes how the proliferation and accumulation of education policies enacted at the state level may be affecting organizational discretion at the site level. It offers a brief discussion of the conceptual perspectives and data sources that support the analysis and the major limitations of the approach. The paper provides an overview of how this topic can be treated in the literature and illustrates how prominent characterizations may underestimate the power of the state by outlining an alternative hypothesis, assessing it, and highlighting the implications of this analysis for future property; and (7) work related skills. Each lesson plan includes the objective, performance criteria, materials needed, and procedures (often outlined in detail). A checklist for rating school and community social skills is appended, as are homework forms to encourage practice in 32 specific skills. (Contains 42 references.) (CR)

ED 441 298 EC 307 814

Urban, Stanley J.; Hauselt, Jerry, Jr.
An Evaluation of Project TIE: An Innovative Model Program of Inclusive Education.
PUB DATE- 98
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Disabilities; *Inclusive Schools; *Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Participant Satisfaction; Professional Development; Program Effectiveness; Program Evaluation; Regular and Special Education Relationship; Resource Room Programs; Surveys; Teacher Attitudes; Teaching Models; Training Methods
IDENTIFIERS- New Jersey

This report discusses the outcomes of a New Jersey program designed to implement a responsible model for including students with disabilities into general education sixth, seventh, and eight grade classrooms. A major element of the "Toward Inclusive Education" (TIE) project included an intensive 2-week inservice program provided during the summer of 1997, preceding the academic year during which the program was implemented. In September of 1997, children who had been receiving resource room services became fully included in regular classrooms with the appropriate supports, services, and supplementary staff. During July of 1998, an additional 2 weeks of staff training were provided to prepare teachers to continue the implementation of Project TIE during the 1998-1999 academic year. Project TIE resulted in 17 former resource room students experiencing a successful year in inclusive settings. Educators found the training to be beneficial, and student achievement, as judged by grades, was in all cases sufficient to warrant promotion to the next grade. The project also resulted in improved attendance and decreased disciplinary problems. Findings also indicate the project was not detrimental to instruction received by the general education students. Appendices include survey results. (Contains 13 references.) (CR)

ED 441 299 EC 307 815

Olson, Joyce; Grondin, Jennifer
Practical and Creative Simulations for Training Personnel in Deafblindness.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Canadian Conference on Deafblindness (6th, August 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; Attitudes toward Disabilities; Children; Coping; *Deaf Blind; *Experiential Learning; Individual Characteristics; *Learning Strategies; *Simulation; *Social Cognition; Teaching Methods; Training Methods

planning checklist, a case manager checklist for school reentry, and an annotated bibliography. (Contains 52 references.) (CR)

ED 441 317 EC 307 834

McCarney, Stephen B.; Anderson, Paul D.
Transition Behavior Scale. Second Edition. Self-Report Version. Technical Manual.
PUB DATE- 00
NOTE- 39p.; For the School Version and the IEP and Intervention Manual, see EC 307 835-836.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Behavior Rating Scales; *Disabilities; Education Work Relationship; *Employment Potential; Employment Qualifications; *Interpersonal Competence; Scores; Secondary Education; Self Evaluation (Individuals); *Student Characteristics; Student Evaluation; Test Interpretation; Test Reliability; Test Validity; *Transitional Programs; Work Environment

This technical manual provides an overview of the "Transition Behavior Scale-Second Edition Self-Report Version" (TBS-2 S-RV), an assessment that provides the means by which student behavior, which is predictive of employment and societal transition behavior, can be documented. Those students (ages 12-18) most likely to have problems in employment and society may then be identified for additional preparation, further assistance, or special consideration. The TBS-2 S-RV includes 62 items representing behavioral characteristics in a self-report format. The areas evaluated by the scale (work related, interpersonal relations, and social/community expectations) are those areas which evidence indicates related most directly to success in employment and societal transition. The test is designed to be completed in approximately 15 to 20 minutes. The manual describes characteristics of the test, uses of the test, instructional and intervention activities for transition planning, reliability and validity of the test, administration and scoring, and interpreting results of the tests. Appendices include information for converting raw score to subscale standard score and subscale percentile score. (Contains 42 references.) (CR)

ED 441 318 EC 307 835

McCarney, Stephen B.; Anderson, Paul D.
Transition Behavior Scale. Second Edition. School Version. Technical Manual.
PUB DATE- 00
NOTE- 47p.; For the Self-Report version and the IEP and Intervention Manual, see EC 307 834 and EC 307 836.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Behavior Rating Scales; *Disabilities; Education Work Relationship; *Employment Potential; Employment Qualifications; *Interpersonal Competence; Scores; Secondary

for each task, and identify the features of interaction elicited in individual tasks. The study results revealed not only which tasks elicited most assessor/interlocutor interaction, but also that a great deal of the interaction took place outside the task boundaries. There has been a substantial move towards acknowledging the importance of interaction in oral proficiency and, therefore, oral proficiency testing featuring discourse and conversation analysis. The research detailed in this paper indicates that greater interaction does seem to be associated with greater oral proficiency, yet there are nagging issues of test validity still to be addressed in future research. (Contains 47 references.) (KFT)

ED 441 339 FL 026 260

Pollard, John D. E.
The Influence of Assessor Training on Rater-as-Interlocutor Behaviour during a Computer-Resourced Oral Proficiency Interview-Cum-Discussion (OPI/D) Known as the "Five Star Test." Paper II.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Current Trends in English Language Testing (CTELT) Colloquium (Al-Ain, United Arab Emirates, 1998). For Paper I, see FL 026 259.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Evaluation Methods; Foreign Countries; Interviews; *Language Proficiency; *Language Tests; *Oral Language; Second Language Instruction; Second Language Learning; Test Construction; *Test Validity; Testing
IDENTIFIERS- *Oral Proficiency Testing; *Rater Effects; Saudi Arabia; United Arab Emirates

This paper considers the influence of the values and the discourse behaviors of the native-speaking assessor as interlocutor. These variables in the assessments of oral proficiency interrelate in complex ways with features of test design such as tasks, prompts, topics, guidelines, and assessor training. This paper reviews some previous studies, and looks at measures taken in the design of the "Five Star Test" to improve discourse and interactive consistency. An exploratory test suggests that assessor training might be a more beneficial area of attention for test developers than recent research indicates, especially when coupled with innovative features of test design. Previous research has shown that oral proficiency interviews could and should be made more like real conversations. This paper aims to take steps in that direction by incorporating innovative features into proficiency instrument design relating to aspects of test design, theme and topic, task design, and assessor/interlocutor training. It is concluded that, because the assessor "gaze" in signaling commitment and participation to the student being assessed has measurable effects on student performance in the second language, developmental investment in assessor training and awareness-raising would contribute to both test validity and reliability. (Contains 27 references.) (KFT)

ED 441 340 FL 026 263

Wiese, Ann-Marie
"Trying To Find A Way To Make This Work": A Bilingual Teacher's Negotiation of Goals and Instruction.
PUB DATE- 00

in South Africa, faculty development in the United States, and affirmative action in India. Chapters are: (1) "South African Higher Education: Diversity Overview" (Nasima Badsha and Ann Harper); (2) "A Brief Sociohistorical Odyssey of the American University through a Lens of Cultural Diversity" (Troy Duster); (3) "The Dynamics of Diversity and Higher Education: Initiatives and Challenges in the Indian Context" (Jayalakshmi Indiresan); (4) "Governance Arrangements in South African Higher Education" (Rahmat Omar and Brian Figaji); (5) "Faculty Development and Democratic Spaces of Possibility: Building Communities of Knowledge, Inclusion, and Commitment" (Caryn McTighe Musil); and (6) "Affirmative Action Policies in Higher Education: The Indian Experience" (Mool Chand Sharma). (All chapters contain references and/or endnotes.) (SM)

ED 441 358 HE 032 814

Musil, Caryn McTighe; Garcia, Mildred; Hudgins, Cynthia A.; Nettles, Michael T.; Sedlacek, William E.; Smith, Daryl G.
To Form a More Perfect Union: Campus Diversity Initiatives. Understanding the Difference Diversity Makes: Assessing Campus Diversity Initiatives Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Hewlett Foundation, Inc., Garden City, NY.; James G. Irvine Foundation, San Francisco, CA.; Kellogg Foundation, Battle Creek, MI.; Lilly Endowment, Inc., Indianapolis, IN.; Philip Morris Inc., New York, NY.
PUB DATE- 99
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Cultural Awareness; Cultural Differences; *Cultural Pluralism; Curriculum Development; *Diversity (Student); Educational Environment; Educational Trends; *Equal Education; Faculty Development; Higher Education; Program Evaluation; Racial Discrimination; School Community Relationship

This monograph, the first in a series of three, on campus diversity issues is the result of a collaboration of scholars and evaluators who consulted on five campus diversity initiatives. It uses research findings that chart college and university efforts to move from the rhetoric of inclusion to the practice of equity, arguing that the current flurry of activity is part of a much longer democratic tradition in higher education that has gradually, and often under pressure, made a college education available to more people on an equal basis. Two sections in Chapter 1, which provides an historical background, discuss "U.S. Engagement with Diversity: Founded in Pluralism" and "The Evolving Understanding of Diversity." Chapter 2, "Centrality of Diversity to the Academy's Educational Mission," focuses on "Principal Arguments for Addressing Diversity" and "Campuses as Laboratories." Chapter 3, "The Emerging Diversity Trend," looks at "Trends across Campuses" and "The Emerging National Mosaic." Chapter 4, "Pitfalls and Pinnacles: Campus Lessons," offers "Advice from the Field" and "Dimensions of Diversity." Chapter 5, "Key to Progress: Reasons for Using Assessment in Diversity Work," underscores the value and significance of assessing diversity work in spite of the difficulty or unfamiliarity some may have with the task. An appendix lists colleges and universities that received grants from five foundations and one corporate philanthropic program. (Contains 34 references.) (SM) suggestions on how to read study-abroad literature. The main body of the guide consists of individual program descriptions arranged alphabetically by geographic region and country. In addition to specific country and city listings, there is a "worldwide" section for programs that are active in more than one world region. Each listing provides information on: institutional program sponsor, name of the program, program site, dates, subjects of study, eligibility, credit, instructional language and methods, cost, housing, deadline for application, other information, and contact information. Programs are indexed by sponsoring institutions, consortia, fields of study, special options, cost ranges, and duration. (RH)

ED 441 377 HE 032 853

Schlachter, Gail Ann; Weber, R. David
Financial Aid for Research and Creative Activities Abroad, 1999-2001.
PUB DATE- 99
NOTE- 484p.; For previous edition, see ED 401 835.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Awards; College Students; Continuing Education; Creative Activities; Fellowships; Foreign Countries; Graduate Students; Grants; High Schools; Higher Education; Internship Programs; Postdoctoral Education; Professional Continuing Education; Professional Development; Program Descriptions; Research Projects; *Student Financial Aid; *Study Abroad

This reference directory offers information about 1,358 funding opportunities (scholarships, fellowships, loans, grants, awards, and internships) open to Americans interested in research, creative, professional, or related activities abroad. Following an introduction describing the purpose and arrangement of the book, there are two main sections. The first is a descriptive list of financial programs established to support research and creative activities abroad. These are divided into four chapters aimed at specific population groups: high school/undergraduate students, graduate students, postdoctorates, and professionals/other individuals. Each entry appears alphabetically by program title, followed by the sponsoring institution, purpose, eligibility, financial data, duration of the program, limitations, number of grants/loans awarded, and the deadline for applying. The second section is an annotated bibliography of general financial aid directories, divided into five sections: scholarships, fellowships, and loans; grants; awards and prizes; internships; and financial assistance to special population groups. The book contains five indexes: program title, sponsoring organization, geographic, subject, and calendar. (RH)

ED 441 378 HE 032 855

Porter, Stephen R.
Including Transfer-Out Behavior in Retention Models: Using the NSLC Enrollment Search Data.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Forum of the Association of Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English

Parents"; "The Internet: An Incredible Resource!"; "Computer Games for Girls"; and "Girls, Work and the 21st Century." A final section, "Technology in the Classroom: A Sampling of Ideas from Teachers," presents over 40 pages of lesson plans, activities, assignments, and charts and diagrams to guide teachers in integrating technology into the curriculum. A selected bibliography and a list of additional selected organizational resources with contact information are also included. At the end of the booklet is a brief description of the National Coalition of Girls' Schools (NCGS). (AEF)

ED 441 396 IR 020 292

McGraw, Tammy M.; Blair, Betty C.; Ross, John D.
Educational Software Use: Results of a 1999 Regional Survey.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 26p.; Cover page title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; School Surveys; Teaching Methods
IDENTIFIERS- Technology Implementation; *Technology Integration

A closer look at what actually occurs in classrooms forces observers to realize that to integrate technology effectively into teaching and learning, teachers must address many challenges and demonstrate more than superficial knowledge about technology and its use. To assess one element of the technology integration issue, a regional survey of teachers' software selection and use was conducted. The spring 1999 survey was designed to provide insight into the types of software and frequency of software use in classrooms across Kentucky, Tennessee, Virginia, and West Virginia and to identify issues for further research and technical assistance in the region. Key findings revealed that of those responding to the survey: 83.6% indicated they never use software in their teaching; productivity tools and research tools were the most frequently used software; curriculum software and instructional simulations were the least utilized software; and drill-and-practice software was utilized daily by 9.5% of respondents. The type of software use by subject area is also outlined. Implications for action are discussed. Contains 16 references.) (AEF)

ED 441 397 IR 020 293

Tate, Lori S., Ed.
Curriculum Snapshots: Picture Technology in Your Classroom!
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; *Computer Uses in Education; Educational Resources; Educational Technology; Elementary Secondary Education; Instructional

NOTE- 11p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Foreign Countries; *Global Approach; *Information Needs; *Information Services; *World Wide Web
IDENTIFIERS- *Africa; *Information Infrastructure; Web Sites

This paper looks at the question of African information and cultural content on the global information infrastructure (GII) and indicates how the continent can make a meaningful contribution to the development of African local content on the GII. It presents a general picture regarding development and access to the Internet on the continent and indicates that the basic infrastructure for Africa to contribute to the development of global information exists on the continent. It further examines the various ways and methods through which information with a strong African cultural content can be made available on the GII. Major problems and constraints hindering the development and use of the Internet on the continent are highlighted, and activities that are required to be implemented in order to ensure a meaningful contribution by Africa to the global information content are discussed. The paper concludes by indicating that, unless conscious steps are taken to contribute to global information, millions of people on the African continent will never access information with their own content and, even in the electronic age, will forever remain consumers of electronic information and cultural products produced outside the continent. (Contains 11 references.) (Author/MES)

ED 441 420 IR 057 691

See, Ch'ng Kim
Government Information and Information about Governments in Southeast Asia: A New Era? An Overview.
PUB DATE- 99
NOTE- 13p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Cataloging; Foreign Countries; *Government Publications; Information Policy; *Information Technology; Preservation
IDENTIFIERS- *Asia (Southeast); Association of Southeast Asian Nations

This paper on Southeast Asian government information and official publications (GIOPs) begins with a general overview of new ASEAN (Association of Southeast Asian Nations) members (Myanmar, Cambodia and Laos, and Vietnam) as well as founding members (Indonesia, the Philippines, Thailand, Malaysia, and Singapore). Information technology (IT) applications in GIOPs are assessed for each country according to their relative development, accessibility, availability, and transparency. The following topics related to Southeast Asian GIOPs are then discussed: (1) decreasing availability of GIOPs as governments privatize and corporatize; (2) information rich versus

print materials and the role of Canadian Government Publishing, the federal government's official publisher. In the fifth section, changes in the DSP's role and vision are summarized, and several recent initiatives are described. The final section discusses Canadian Depository Services in the new millennium. (Contains 28 footnotes.) (MES)

ED 441 441 IR 057 712

Gorman, G. E.
Collecting Data Sensibly in Information Settings.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; Foreign Countries; Information Management; Library Materials; *Library Services; *Library Statistics; *Measurement Techniques; Users (Information)
IDENTIFIERS- *Output Measurements; *Variables

Libraries and information agencies depend heavily on statistics to describe their services, evaluate their activities, and measure their performance. In the data gathering on which statistical analysis depends, there are always assumptions and uncontrolled variables that interfere with the purity and objectivity of the data, and therefore contaminate the analysis and interpretation of that data. This paper highlights some of these variables in order to alert information managers to the pitfalls of data collection and to encourage them to develop means of controlling data so that they can use statistics more effectively. Topics addressed include: (1) whether users can be counted meaningfully; (2) the value of counting holdings; (3) counting inquiries as a substitute for counting users or holdings; (4) problems with external stakeholders; and (5) suggestions for enhancements to the standard statistical measures employed in the information sector. (Contains 12 references.) (Author/MES)

ED 441 442 IR 057 713

Gosling, Andrew
Access to Asian Serials in Australian Libraries.
PUB DATE- 99
NOTE- 11p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; *Asian Studies; Foreign Countries; Higher Education; Indexing; *Library Collection Development; *Library Collections; *Library Cooperation; National Libraries; National Surveys; *Serials; User Needs (Information); Users (Information); World Wide Web
IDENTIFIERS- Asia; Australia; Australian National University; Web Sites

This paper discusses access to Asian serials (i.e., Asian and

Classification Practices.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Case Studies; *Classification; Foreign Countries; *Gateway Systems; *Information Retrieval; Search Strategies; *World Wide Web
IDENTIFIERS- Asia (Southeast); Metadata; Search Engines; Web Sites

This paper discusses access to information about Southeast Asia on the Internet. The first section summarizes problems with the major Internet search engines and directories. Three broad categories of solutions to improve Internet searching and retrieval are suggested in the second section: (1) efforts to assist end users to use the search engines more effectively; (2) efforts to improve the capabilities and functionalities of search engines; and (3) use of metadata and subject/information gateways. The third section lists advantages of using classification schemes to aid information retrieval in a network environment. Internet use in Southeast Asia is described in the next section. The final section presents case studies of Southeast Asian subject gateways, including: gateways created outside the region; gateways created by commercial organizations; and gateways created by Southeast Asian libraries. (Contains 21 references.) (MES)

ED 441 465 IR 057 736

Line, Maurice B.
Social Science Information--The Poor Relation.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Information Needs; *Information Services; *Information Utilization; Internet; Problems; *Research Needs; *Social Sciences; Social Scientists; *User Needs (Information); Users (Information)
IDENTIFIERS- United Kingdom

Several characteristics make the social sciences less amenable to bibliographic control than the sciences: inherent instability of the subject matter; the lack of a terminology that is common over time and across countries; strong political and national biases; low penalties for duplication of research; and an apparent lack of interest on the part of social scientists in improvement of information services. A large body of research carried out 25 years ago shed much light on the information needs and uses of social scientists and indicated means of improvement, but led to no action. In an information world radically changed by the Internet, researchers need to carry out new studies into information uses and needs. (Contains 10 references.) (Author/MES)

ED 441 466 IR 057 737

(150)
DESCRIPTORS- *Academic Libraries; Consortia; *Document Delivery; Foreign Countries; Higher Education; *Interlibrary Loans; Library Cooperation; Library Networks; *Shared Library Resources; User Needs (Information)
IDENTIFIERS- City University of Hong Kong; Hong Kong

This paper reviews the evolution of interlibrary lending (ILL) activities in Hong Kong and answers the following frequently asked questions using the City University of Hong Kong as an example: (1) Who may use the service? (2) How do the users submit their requests? (3) How about charges? (4) Who are the major overseas document suppliers for University Grants Committee (UGC) libraries in Hong Kong? (5) Are there any union catalogs in Hong Kong? (6) How are requests transmitted to the potential supplying libraries? (7) How are the ILL items delivered between the requesting and supplying libraries? (8) What is the percentage of ILL requests filled by overseas sources? and (9) Are there any consortium-wide ILL systems or networks in Hong Kong? (MES)

ED 441 488 IR 057 759

Powell, Margaret S.
The U.S. Federal Depository Library Program and U.S. Government Information in an Electronic Environment: Issues for the Transition and the Millennium.
PUB DATE- 99
NOTE- 11p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Depository Libraries; Electronic Libraries; *Electronic Publishing; Federal Government; *Government Publications; Information Technology; World Wide Web
IDENTIFIERS- Government Printing Office; Web Sites

Since 1895, the Federal Depository Library Program (FDLP), administered by the U.S. Government Printing Office (GPO), has provided no-fee public access to information generated by the U.S. government through a network of libraries. For 200 years, print-on-paper remained the dominant format. By 1978, publications were also distributed in microfiche; CD-ROM products followed in 1988, as well as the development of the GPO Access World Wide Web site for online publications in 1994 and other initiatives to harness government information on the Internet. Opportunities to improve public access exist alongside obstacles to equitable distribution and access. Now over half way through a 5-year transition plan, GPO has defined and established an electronic depository library collection for the new millennium. Problems remain with reform of the underlying legislation, the enforcement of deposit compliance by government authors, and the guaranteed provision of permanent public access. Librarians struggle to keep up with sources, formats, and technology and to shape library services for both traditional and digital environments. (Contains 36 endnotes.) (Author/MES)

ED 441 489 IR 057 760

28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Access to Information; Consortia; *Costs; Library Associations; *Library Collections; Library Networks; Postsecondary Education; *Scholarly Journals; *Scientific and Technical Information; Shared Library Resources
IDENTIFIERS- Association of Research Libraries; Pricing

The continuing problem of the high cost of accessing scientific, technical, and medical (STM) literature haunts both developed and developing economies. Maintaining access to significant research and scholarship at a time when both the volume and price of information have increased nearly three-fold in the last decade requires fresh strategies and new creative efforts. This paper comments on the array of coping mechanisms adopted by U.S. libraries, including canceling lesser used titles, moving from ownership to access, resource sharing, and consortial purchasing. The paper then looks at the recently developed strategic responses aimed at addressing some of the root causes of the STM crisis: an imperfect marketplace; growing presence of commercial publishers; consolidation of STM publishers; and proliferation of titles. As a result of this economic analysis and legislative developments, the academic community needs to consider dramatically different strategies for responding to the crisis. Some of the emerging strategies are noted in the paper. (Contains 15 endnotes.) (Author/MES)

ED 441 510 IR 057 781

Weingand, Darlene E.
Describing the Elephant: What Is Continuing Professional Education?
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674. Figure 1 may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; Fables; *Library Education; Library Personnel; Postsecondary Education; *Professional Continuing Education
IDENTIFIERS- Analogy

This paper places continuing professional education (CPE) within the context of the whole of education for librarianship. Using the fable of the blind men and the elephant as an analogy, the discussion explores the who, what, when, where, why, and how of CPE and its relationship to the range of educational possibilities, including: (1) the importance of CPE for every information worker; (2) definitions of the components of CPE, i.e., "continuing," "professional," "education," and "continuing education"; (3) dividing education into its phases, i.e., preschool, K-12, university/college, preservice, CPE, and continuing personal education; (4) the venue for CPE, including formal courses, workshops and seminars, conferences, tutorials, independent study and reading, and teaching, presentations, and publishing; (5) issues of responsibility and quality in regard to participants, funders, providers, and quality assurance; and (6) the issue of competence. (MES)

transfer students; (14) students classified by major and university; and (15) students by program. An appendix contains a list of college presidents and articulation officers. (RDG)

ED 441 531 JC 000 370

Ward, Shr
Transforming the Instructor: Service-Learning Integrated into a Community College Curriculum.
PUB DATE- 00
NOTE- 13p.; Presented at 2000 Annual Meeting of American Educational Research Association. (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Experiential Learning; Instructional Effectiveness; *Outcomes of Education; *Service Learning; *Student Development; Teacher Student Relationship; Teaching Methods; Two Year Colleges
IDENTIFIERS- *University of Hawaii Kapiolani Community College

This paper describes the positive results of service learning at Kapiolani Community College (Hawaii) and demonstrates that service learning is an effective way of transforming the instructor as a learner and participant with the student, not only academically but also in the development of a more enlightened citizenry. A review of the literature raises questions about the established view of post-secondary scholarship, isolated role of college instructors, the need for remediation on campuses in the 21st century, the role of service learning in college courses, role of the community colleges to create needed changes, and whether integrated service and teaching can develop learning experiences both inside and outside of the classroom. A two-part study is presented. Survey results demonstrate that participation in service-learning positively affects Grade Point Average and retention. Interviews with nine service-learning instructors in 1997 revealed that students showed more depth and had a better understanding of content competencies with more interest and enthusiasm in classroom participation through service learning experiences. Instructors were mostly impressed by the growth in their awareness of community problems and found that this was the most desirable outcome of students' experiences. By 1998, many of the insights expressed by the earlier interviewees were echoed by all 40 instructors in service learning who agreed that the intrinsic value of service learning was their greatest reward. The paper notes the need of a central location, more publicity about the projects and activities of service learning, and employment of a part- or full-time person to oversee the operation of the programs. Contains 15 references. (VWC)

ED 441 532 JC 000 371

The Fact Book: Report for the Florida Community College System.
PUB DATE- 00
NOTE- 201p.; Most of the report is printed on colored paper. For 1999 Factbook, see ED 429 637.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; *Community Colleges; *Educational Finance; *Enrollment; Financial Support; *Institutional Characteristics;

*Administrator Role; College Administration; *Community Colleges; Conflict Resolution; *Instructional Leadership; Management Development; Resource Allocation; Two Year Colleges
IDENTIFIERS- *ERIC Digests

Continuous changes and unpredictability create a complex environment for managers of academic affairs. What is the dean's role in the community college environment and how can he or she fulfill his or her obligations? This digest focuses on four main areas: the dean's role in the community college, the daily decisions and conflicts facing managers of academic affairs, management concerns, and professional development. Trying to manage diverse populations with a variety of needs can be daunting and pose problems for academic deans. Clarifying the role of the managers of academic affairs and defining their responsibilities are crucial to understanding the nature of the job. Because deans must make difficult decisions, dealing appropriately with conflict that results from those decisions is a determinant of how effectively the dean manages the academic affairs at an institution. Hence, information and communication are key elements for deans in carrying out the day-to-day activities at the community college. Effective leadership and a broad base of knowledge are tools necessary to help the manager of academic affairs lead the institution into the future. Contains 11 references. (VWC)

ED 441 552   PS 028 050

The History of Parenting Practices: An Overview! Events, Policies and Theories That Have Influenced Parenting Practices over the Last 100 Years. Videotape and Worksheets .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Child Rearing; *Children; Early Childhood Education; Family Life; *Parent Child Relationship; *Parent Education; *Parents; Social History; *Theories; Videotape Recordings
IDENTIFIERS- Disciplinary Styles; Historical Background; Parenting Styles

Noting that parenting is a learned experience and that the source of information on parenting has changed considerably over the last 100 years, this videotape examines the history of parent education over the past 100 years, highlighting events influencing family life, policies and legislation to assist families, and parenting theories for each 20-year period beginning with 1900. The 20-minute videotape includes photos of events from 1900 to 2000, contains live footage of parent-child interaction and of early childhood centers, and discusses the theories of Freud, Watson, Gesell, Erikson, Bowlby, Skinner, Spock, Dreikurs, Piaget, Maslow, Baumrind, Bronfenbrenner, and Brazelton. The videotape notes that research has judged parent education to be effective and cites the need for an infrastructure to move the field forward and to disseminate information to more parents. An accompanying 12-page study guide provides fill-in-the-blank worksheets detailing the key points of the videotape. The study guide also provides descriptions for 7 additional student activities, such as developing an advertising campaign to promote one of the 13 child rearing theories. A table details key events, government policy, and prominent child development theorists. Additional

Out of School Youth; Poverty; Prenatal Care; Preschool Education; Reading Achievement; *Social Indicators; Special Education; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; *Well Being; Youth Problems

IDENTIFIERS- *Indicators; Project Head Start; *Rhode Island

This KIDS COUNT databook is the fifth annual profile examining statewide trends in the well-being of Rhode Island's children. The statistical portrait is based on 30 indicators in 5 areas: (1) family and community (covering child population and children in single-parent families); (2) economic well-being (covering median household income, cost of rent, children in poverty, children in the Family Independence Program, children in families receiving food stamps, and children receiving school breakfast); (3) health (covering children's health insurance; women and children receiving WIC; women with delayed prenatal care; low birth weight infants; infant mortality; children with lead poisoning; births to teens; alcohol, drug, and cigarette use by teens; children with asthma; and additional children's health issues); (4) safety (covering child deaths, teen deaths, homeless children, homeless youth, juveniles referred to family court, and child abuse and neglect); and (5) education (covering infant and preschool child care, children enrolled in Head Start, school-age child care, fourth-grade reading proficiency, children enrolled in special education, high school graduation rate, and teens not in school and not working). The report defines each indicator, describes its significance and trends, provides information on intervention programs, and presents relevant data for the state, each city and town, and an aggregate of the five cities with the highest child poverty rates. The report concludes with a description of the methodology and acknowledgements. (EV)

ED 441 572 PS 028 559

Rhode Island Kids Count Factbook, 2000.

SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Annie E. Casey Foundation, Baltimore, MD.; Rhode Island Foundation, Providence.; United Way of Southeastern New England, Providence, RI.; Carnegie Corp. of New York, NY.; Northeast and Islands Regional Educational Lab. at Brown Univ., Providence, RI.

PUB DATE- 00

NOTE- 214p.; For 1999 Factbook, see PS 028 558. Also supported by Prince Charitable Trusts.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Support; Child Welfare; *Children; Day Care; Demography; Early Parenthood; Elementary Secondary Education; Family Income; Health Insurance; High School Graduates; Incidence; Lead Poisoning; Low Income Groups; Mortality Rate; Out of School Youth; Poverty; Prenatal Care; Preschool Education; Reading Achievement; *Social Indicators; Special Education; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; *Well Being; Youth Problems

IDENTIFIERS- *Indicators; Project Head Start; *Rhode Island; Subsidized Child Care Services

This KIDS COUNT databook is the sixth annual profile examining statewide trends in the well-being of Rhode Island's children. The statistical portrait is based on 37 indicators in 5 areas: (1) family and community (covering child population and anonymity. Some of the findings were the following: (1) student motivation for taking telecourses included saving time, transportation problems, disabilities, trying something new, and preferring this method of learning; (2) advantages of taking telecourses were setting one's own schedule, flexibility, ability to repeat viewing of tapes, more time to write notes and assimilate information, guest speakers, and no need to travel; and (3) disadvantages included that it is easy for students to get behind, testing, the classes take more time and require more work than regular classes, and missing interaction with other students. The evaluation concluded that the students are highly enthusiastic about telecourses and excited about this new method of course delivery. The university plans to continue to listen to its students through the evaluation process in order to continue to develop the program successfully. (Contains 19 references.) (KC)

ED 441 082 CE 080 093

Tapia, Ivan, Ed.; Blochmann, Georg M., Ed.
Between School and the Youth Club: Learning and Teaching in Cooperation with Partners from outside Schools.
PUB DATE- 00
NOTE- 29p.; English edition of B&W titled "Education and Science."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Democratic Values; Developed Nations; Elementary Secondary Education; Foreign Countries; Partnerships in Education; Remedial Programs; *School Role; *Self Actualization; Social Development; Social Support Groups; Socialization; *Student Organizations; *Youth; *Youth Agencies; *Youth Clubs
IDENTIFIERS- *Germany

This publication contains an overview of the school-organizational partnership programs created in Germany to fill the role of promoting the development and socialization of students beyond the measurable degree of school performance. The following five general articles are included: "Schools and Youth Welfare"; "Common Features and Differences: 10 Hypotheses"; "The Role of a Pupil--The Life of a Pupil"; "Between School and the Everyday World: Split Normality"; and "Is There Still Such a Thing as 'Youth'?" The following nine articles explain models and provide examples of programs in particular cities: (1) "Erfurt: New Routes in School Social Work"; (2) "Osnabruck: Youth Welfare Comes into Schools"; (3) "Leipzig: School in the Cultural Workshop"; (4) "Munich: Culture Gaining Acceptance"; (5) "Cologne: A Youth Club in Cologne-Nippes"; (6) "Tubingen: How To Become a Man"; (7) "Neu-Anspach: Computer Company Supports Education"; (8) "Schafflund: Learning Democracy"; and (9) "Bayreuth: Remedial Teachers at a Primary School." (Contains 15 references.) (KC)

ED 441 083 CE 080 094

Brown, Dale S.
Learning a Living: A Guide to Planning Your Career and Finding a Job for People with Learning Disabilities, Attention Deficit Disorder, and Dyslexia.
PUB DATE- 00
NOTE- 340p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

"The Working Knowledge Paradigm" (Judyth S. Peterson) focuses on how advancing Internet technology has opened previously unimaginable opportunities to streamline the corporate training process and HRD professionals' responsibility to identify and/or develop new instructionally sound methodologies that will allow businesses to meet all their training needs at a fraction of the cost and time previously required to address only a small portion of their employees' training requirements. It describes QuicKnowledge.com's Working Knowledge Paradigm, which is uniquely designed to meet the current business imperatives for managers to have access to broad and practical information that is immediately applicable, relevant, and supportive of optimal productivity and job performance. (YLB)

ED 441 100 CE 080 111

Knowledge and Intellectual Capital. Symposium 13. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 29p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; *Corporate Education; *Cost Effectiveness; *Curriculum Development; Developed Nations; Foreign Countries; *Human Capital; Human Resources; *Labor Force Development; *Measurement; Program Effectiveness
IDENTIFIERS- Information Economy; Learning Organizations; Netherlands

Three presentations are provided from Symposium 13, Knowledge and Intellectual Capital, of the Academy of Human Resource Development (HRD) 2000 Conference proceedings. "Human Capital Measurement" (Joanne Provo) begins with a literature review that provides a context for understanding how investments in human capital add value to the firm, discusses evaluation techniques, and cautions against using financial measurement systems for human capital investment analysis. It reviews an alternative approach to the positioning of HR investments and presents a process HR professionals can initiate to demonstrate value of investment in human capital initiatives. "Measures and Indicators of Intangible Assets for Research Institutes and Colleges: A Literature Review" (Eunsang Cho, Gary N. McLean) explores definitions, measures, and indicators of intangible assets. A model is provided for customization by research institutes and colleges. "The Corporate Curriculum: A Working-Learning Environment" (Jaap van Lakerveld, Joukje van den Berg, Kees de Brabander, Joseph Kessels) focuses on development of a corporate curriculum for learning in service organizations, health care, business, and industry in the context of a knowledge economy. It is both a theoretical framework and a report of the second phase of a three-phase research project conducted in the Netherlands in 42 institutions for public health and welfare. The papers contain reference sections. (YLB)

ED 441 101 CE 080 112

Workforce Diversity. Symposium 14. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 28p.; In: Academy of Human Resource Development Conference

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Business Administration; Educational Needs; Evaluation Methods; *Feedback; Foreign Countries; Human Resources; *Labor Force Development; Learning Strategies; *Management Development; *Measurement Techniques; *Organizational Development; Program Effectiveness; Program Evaluation; *Staff Development
IDENTIFIERS- United Kingdom; *360 Degree Feedback

This packet contains three papers from a symposium on feedback systems held at a conference on human resource development (HRD). The first paper, "The Role of Feedback in Management Development Training" (K. Peter Kuchinke), reports on a survey-based study that investigated the role of feedback in nine management development training settings in a British government agency. The results of the study suggest that participants sought information about their performance frequently and from a variety of sources and that the feedback-seeking is important in the process of management development training. The second paper, "A Five Phase Framework for Designing a Successful Multirater Feedback System" (Allan H. Church, Janine Waclawski) notes that there is a need in the literature for more attention to the factors involved in creating a successful feedback process. A five-phase framework for designing such a system is based on the classic organizational development consulting skills model and many years of practitioner experience with large-scale feedback-based applications in Fortune 100 organizations. The final paper, "An Evaluation of the Quality of 360-Degree Assessment Instruments" (Froukje Jellema, Adrie Visscher, Martin Mulder), presents a checklist of standards on the basis of which 360-degree employee evaluation instruments are examined. Four 360-degree assessment instruments also are examined. The papers contain reference sections.(KC)

ED 441 119 CE 080 130

Cross-Cultural Issues in HRD. Symposium 29. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 30p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Business Administration; Case Studies; *Cross Cultural Training; *Cultural Influences; *Educational Needs; Foreign Countries; Higher Education; Human Resources; *Labor Force Development; Learning Strategies; *On the Job Training; *Organizational Development; Staff Development
IDENTIFIERS- *Hungary; United Kingdom

This packet contains three papers from a symposium on cross-cultural issues in human resource development (HRD). The first paper, "The Perceptions of Physical Therapy Students Regarding the Provision of Transcultural Care" (Theresa J. Kraemer), examines the perceptions of 12 entry-level master's degree program physical therapy (PT) students on providing cross-cultural care. Data were collected via a qualitative, emergent case study design using interviews, observations, and document review. The results revealed the following five domains: (1)

which interact to form a guiding framework for a congruent and coherent system of thought and practice. The following five steps: (1) recognize that theory is important to the maturity of HRD thought and practice; (2) commit to multiple theory building research paradigms; (3) conduct rigorous and relevant research to support theory building; (4) support theory building efforts and studies; and (5) participate in symposia and forums to synthesize knowledge and efforts will help to make for more professional and mature thought and practice in HRD. (The papers contain reference sections.) (MN/CG)

ED 441 137 CE 080 148

Bryant, Doug
Emotions, Intelligence, and Performance. Symposium 45.
Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 11p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Emotional Adjustment; Emotional Development; Graduate Study; Higher Education; Influences; Intelligence; *Job Performance; *Labor Force Development; Literature Reviews; Models; Psychological Studies; *Research Methodology; Research Proposals; *Sales Occupations; *Work Environment
IDENTIFIERS- *Emotional Intelligence

This paper, titled "The Components of Emotional Intelligence and the Relationship to Sales Performance," presents two general approaches to studying emotional intelligence. The first is a broad model approach that considers abilities as well as a series of personality traits. The second is based on ability models. The possible correlation between emotional intelligence and success as an automotive salesperson will be examined in a dissertation study of the degree to which the individual components of emotional intelligence contribute to sales performance. According to the dissertation proposal, a stratified random sample of sales guides from 17 automotive retail stores in Denver, Colorado, will be tested. The sales guides will be asked to complete the Multifactor Emotional Intelligence Scale, which is an ability test designed to measure the following four branches of the emotional intelligence ability model of Mayer and Salovey: identifying emotions; using emotions; understanding emotions; and managing emotions. The test results will be correlated with the sales guides' individual sales performance. If a correlation is discovered between high levels of the components of emotional intelligence and high performance in sales, several actions could be taken. If sales guides are identified as having low emotional intelligence, training on respective topics may help raise their emotional intelligence and thereby improve their sales. (Contains 90 references.) (MN)

ED 441 138 CE 080 149

Hayes, Elisabeth; Flannery, Daniele D.
Women as Learners: The Significance of Gender in Adult Learning.
The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00

learners, representing learners across the state in a variety of vocational education careers from nursing to bricklaying, responded. The average age of respondents was 43 years old, with an average of 1.7 dependent children at home; 65 percent were married, and 86 percent had full time jobs. The overall ratings for the student support services were very high, with only 10 percent of the respondents giving poor ratings for the entire array of student support services, and 90 percent of the respondents giving average or above-average overall ratings. The most common theme in terms of students' perceptions of success factors were budgeting time, being self-motivated, and having supportive friends and family. Mentoring students and encouraging them, especially those new to Web-based learning, seemed to be the most effective and appreciated aspect of instructional support. Suggestions for improvement included better instructions during face-to-face orientation on steps for logging into Web course sites, an improved process for obtaining student identification cards, and specific hands-on training during orientation for using Web LUIS and other Internet search engines. Appendices include a copy of the survey, a breakdown of the results, and an excerpt from Forums for Vocational Education Teacher Training Web courses. (Contains 12 references.) (KC)

ED 441 156   CE 080 181

Hudson, Larry; McCloud, Rebekah; Buhler, Teresa; Cramer, Stephen; Greer, Linda; Paugh, Robert
Supporting Adult Students in Web-Based Courses: Real Examples for Serving Non-Traditional, Adult, and Minority Students.
PUB DATE- 98
NOTE- 28p.; Paper presented at the National Conference on the Adult Learner (Richmond, Virginia, May 24-27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Students; Andragogy; College Programs; Continuing Education; *Distance Education; Educational Attitudes; *Educational Practices; Females; Higher Education; Inservice Teacher Education; Minority Groups; Nontraditional Education; Nontraditional Students; *Student Attitudes; *Student College Relationship; Student Motivation; *Student Personnel Services; Vocational Education Teachers; Womens Education; *World Wide Web
IDENTIFIERS- Online Courses; *University of Central Florida

A variety of educational practices are used to support adult learners (who are part-time learners and full-time workers as teachers or trainers) in fully World Wide Web-delivered college courses at the University of Central Florida. Use of the Web as the sole means of delivery offers some challenges for learner support, especially for adults, non-traditional students, and minorities. Some of the challenges include newness to technologies, access, software learning, and the traditional challenges to adults, such as lack of time and family demands. A variety of techniques are used to support adult learners facing these challenges, including the following: (1) an orientation session and hands-on training; (2) Web support through a new program, Web PALs (Peer Assisted Learners); (3) a minority student program; (4) peer support within courses; (5) individual e-mail contact; and (6) traditional telephone calls. This article contains descriptions of these approaches and offers strategies for implementing similar approaches at other

Peeke, Graham
Compulsory Teaching Qualifications for FE Teachers. FEDA Responds.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Educators; Beginning Teachers; Educational Needs; *Educational Policy; Foreign Countries; *National Standards; National Teacher Certification; Needs Assessment; Policy Formation; Position Papers; Postsecondary Education; *Teacher Certification; Teacher Competencies; *Teacher Education; Teacher Education Curriculum; Teacher Improvement; *Teacher Qualifications; Teacher Selection; Teaching (Occupation)
IDENTIFIERS- *United Kingdom

This document details the position of the Further Education Development Agency (FEDA) regarding 21 issues included in a recent initiative to introduce compulsory initial teaching qualifications into further education (FE) and the requirement that such qualifications should meet national standards. The following are among the positions taken by the FEDA on the 21 issues addressed: (1) FEDA is confident that the proposed skills required of FE teachers reflect those required for initial teacher training as seen by all key stakeholders; (2) teachers in postcompulsory education should themselves be able to demonstrate levels of key skills equivalent to those demanded of teachers in the compulsory sector; (3) all full-time FE teachers should be required to have a threshold qualification; (4) teachers should receive credit for existing qualifications; (5) 2 years seems an appropriate time in which new full-time teachers are expected to achieve a threshold qualification; (6) exemptions from the threshold requirement should be granted to existing unqualified full-time teachers under a narrow set of circumstances; (7) some distinction between the requirements for full-time and part-time teachers should be permitted; and (8) a professional body for FE established by the sector itself is the best means of implementing qualification requirements. (MN)

ED 441 176 CE 080 216

Flecha, Ramon
Sharing Words: Theory and Practice of Dialogic Learning. Critical Perspectives Series.
PUB DATE- 00
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Aging (Individuals); Beginning Reading; Case Studies; Cultural Exchange; Cultural Literacy; Cultural Pluralism; Educational Practices; Educational Principles; Foreign Countries; Group Dynamics; Interaction; Learning Theories; *Literacy Education; Literature Appreciation; Peer Relationship; Personal Narratives; Self Actualization; Synthesis; *Theory Practice Relationship; Transformative Learning
IDENTIFIERS- *Dialogic Education; *Learning Circles; Spain

This book narrates the story of a literacy circle that was created by adults who were attending basic literacy and new reader classes. The introduction provides in-depth discussions

DESCRIPTORS- *College Programs; College Students; Cooperation; Curriculum Development; Educational Assessment; *Educational Improvement; Higher Education; *Learning Experience; *Learning Theories; Partnerships in Education; Student Personnel Services

Only when everyone on campus, particularly academic affairs and student affairs staff, shares the responsibility for student learning will significant progress be made. This paper presents insights on learning and the implications for pedagogy, curricula, learning environments, and assessments. Details are given of ten principles that are illustrated by a set of exemplary cooperative practices that bring together academic and student affairs professionals to make a difference in the quality of student learning. A summary of the principles state that: (1) learning is about making and maintaining connections; (2) learning is enhanced by taking place in the context of a compelling situation that balances challenge and opportunity; (3) learning is an active search for meaning by the learner; (4) learning is developmental; (5) learning is done by individuals who are intrinsically tied to others as social beings; (6) learning is affected by the educational climate in which it takes place; (7) learning requires frequent feedback if it is to be sustained; (8) much learning takes place informally and incidentally; (9) learning is grounded in particular contexts and individual experiences; and (10) learning involves the ability of individuals to monitor their own learning. Examples of exemplary programs at colleges and university throughout the country are provided under each principle. (JDM)

ED 441 196   CG 029 996

Fried, Jane
Steps to Creative Campus Collaboration. Invited Paper.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperation; Distance Education; *Educational Improvement; Higher Education; Leadership Training; Multicultural Education; Service Learning; Student Personnel Services; Teacher Student Relationship

The issues of what to do about the flaws in our current system of higher education are based in our beliefs about the purposes of higher education. Which educational approaches best serve our society in this era? What values, skills, and knowledge do we want students to examine or learn in their college experience? What processes of teaching and learning will help us meet our goals and fulfill our values? Finding answers to these questions may be difficult in the institutional culture that prevails today. Student affairs professionals are continually involved in teaching students, or helping them learn, but their educational role is often invisible or misperceived. This paper takes the position that the most meaningful and powerful learning must involve student and teacher engagement with information for the purposes of understanding the information itself, the process by which it has been discovered, and the implications it has for enhanced understanding of life's significant issues. Seven areas that document how faculty and student affairs are successfully collaborating to create optimal conditions for learning are identified and discussed. These areas are: (1) service learning; (2) learning communities; (3) extended orientation courses; (4) coordinate

DESCRIPTORS- *Evaluation Methods; Journal Writing; *Middle Schools; *Reading Ability; *Reading Achievement; *Reading Comprehension; Reading Writing Relationship; *Student Evaluation
IDENTIFIERS- *Reading Appraisal Guide

Diverse procedures need to be used to appraise pupil progress in reading achievement, because it takes different approaches to appraise in a comprehensive manner what pupils have learned in reading. There is much to evaluate, including knowledge acquired, skills developed, and attitudes fostered. Approaches which might be used include: (1) students keeping diary, log, or journal entries which combine reading and writing; (2) anecdotal teacher records; (3) rating scales; (4) checklists; (5) setting high standards; (6) standardized tests; (7) observation of achievement in reading; (8) teacher self-evaluation; and (9) pupil portfolios. (EF)

ED 441 217 CS 013 966

Ediger, Marlow
Appraising Reading Achievement.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Evaluation Methods; Informal Reading Inventories; *Reading Achievement; *Reading Comprehension; *Reading Diagnosis; *Student Evaluation
IDENTIFIERS- Evaluation Standards; *Reading Appraisal Guide

To determine quality sequence in pupil progress, evaluation approaches need to be used which guide the teacher to assist learners to attain optimally. Teachers must use a variety of procedures to appraise student achievement in reading, because no one approach is adequate. Appraisal approaches might include: (1) observation and subsequent diagnosis in such areas as level of achievement, attitude, progress, and comprehension; (2) pupil self evaluation, through communicating content of reading selections to classmates or other self evaluation methods; (3) behavioral journals to measure learner achievement; (4) informal reading inventories (IRIs), which include samples from several grade levels, with appropriate level being decided by number of correct answers to questions and percentage of word recognition; (5) the cloze and maze methods, variations of IRI in which every fifth word of a selection is omitted and word identification and comprehension evaluation are simultaneous; and (6) standardized or teacher-written tests. (EF)

ED 441 218 CS 013 967

Smith, Carl B.; Ruff, Regina
Phonics Plus, Book C: Grades 2-3.
PUB DATE- 00
NOTE- 93p.; For Books A and B, see CS 013 523-524.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Consonants; Parents as Teachers; *Phonics; Primary Education; *Reading Skills; Vowels; Writing Skills

Pupils need variety in their writing experiences, and social studies writing involves writing across the curriculum as well as stressing positive attitudes and feelings of the learner. Subject matter should come from the pupil, and diverse learning opportunities should assist the pupil in acquiring the relevant facts, concepts, and main ideas necessary in writing. Within the context of the appropriate social studies lessons and units, methods of fostering student writing include: (1) creation of experience charts, showing selected cultural objects and students' reactions; (2) writing outlines; (3) using correlating library books; (4) writing diary, log, and journal entries; and (5) writing plays, poetry, and folklore. (EF)

ED 441 238   CS 217 097

Edlger, Marlow
Grouping Pupils for Instruction.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Class Organization; Classroom Techniques; Elementary Education; *Grouping (Instructional Purposes); Integrated Curriculum; *Student Needs
IDENTIFIERS- Instructional Sensitivity

A major task involved in teaching students is to group wisely for instruction. This paper discusses the use of grouping in the following contexts: the self contained classroom; departmentalism and the student; homogeneous versus heterogeneous grouping controversy; learning centers; the dual progress plan; team teaching and grouping students for instruction; interage or multiage grouping; and the mainstreaming of students. The paper suggests that the plan or plans of grouping students needs to be based on a sound philosophy of education as well as a recommended foundation of the psychology of instruction. It contends that teachers and principals need to have an open mind in terms of how learners should be grouped so that each student can attain as much as possible in the school curriculum. The paper makes the following recommendations: (1) the plan of grouping must benefit the individual child in ongoing lessons and units of instruction; (2) an integrated curriculum whereby each subject matter area is related within the total curriculum should be implemented in grouping for instruction; (3) parents should be involved and informed about proposals for grouping learners; (4) inservice education for teachers may well be necessary when implementing a new plan in grouping students for instruction; and (5) the school curriculum and the approach to grouping learners for instruction need to be congruent and not separate in philosophical and psychological beliefs. (NKA)

ED 441 239   CS 217 098

Nevada Fourth & Eighth Grade Proficiency Examinations in Writing, 1999-2000. Administration Manual.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

correct spelling of words they had studied. Appendixes contain dictation sentences; word lists; and parent, student, teacher, and business pre- and post-intervention survey instruments and tabulations of data. Contains 33 references and 7 figures. (RS)

ED 441 258 CS 217 141

Wollman-Bonilla, Julie E.
What Can Family Involvement Contribute to Primary-Grade Writing Instruction?
PUB DATE- 00
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Family Involvement; Grade 1; *Journal Writing; *Parent Participation; Primary Education; Text Structure; *Writing Instruction; Writing Research

Family Message Journals, in which first-graders write to their families and receive a daily written reply, involve families in children's school literacy program. This paper focuses on the written replies of four representative case-study families to their children's messages. Analysis of the instructional functions realized through text structure and lexicogrammatical features of families' replies reveals how family members may have played a role in providing writing instruction. Results demonstrate that all four case-study families had the ability to skillfully scaffold learning to write through instructional feedback on children's messages and modeling of genre conventions. The immigrant family of English Language Learners, in particular, modeled powerful writing that sometimes pushed the boundaries of mainstream genre expectations. Results suggest that families, even those typically considered less capable of participating, have much to contribute to children's school literacy learning that may both extend classroom instruction and introduce alternative text models. (Contains 46 references.) (Author/RS)

ED 441 259 CS 510 305

Wang, Qi
Reliability and Validity Tests of Singelis's Self-Construal Scale (1994).
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 27-30, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Cultural Influences; Factor Analysis; Higher Education; *Self Evaluation (Individuals); *Test Reliability; *Test Validity
IDENTIFIERS- Internal Consistency

Two studies focused on the reliability and validity of T.M. Singelis's 24-item Self-Construal Scale (SCS) (1994). In the first study, Cronbach alphas were calculated to assess the internal consistency of the reliability of the two subscales that were supposed to measure individuals' independent and interdependent self construals. The sample was composed of 421 students drawn from a Midwestern university. Results indicated research. The paper suggests why educators should and how they might revisit the relationship between state activism and school autonomy. One of the major, cumulative effects of the proliferation and intensification of state policymaking may well be to substantially constrain site autonomy. (Contains 134 references.) (DFR)

ED 441 279 EA 030 406

Selected Readings on School Reform Summer 1999.
PUB DATE- 99
NOTE- 175p.; For volume 3 number 1, see ED 427 140.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Certification; *Charter Schools; College Preparation; Competency Based Education; Core Curriculum; Disadvantaged Environment; *Educational Change; Elementary Secondary Education; Higher Education; National Programs; Nontraditional Education; *School Choice; Scores; Sedatives; *Standardized Tests; Teacher Associations; *Teacher Effectiveness; Teacher Student Ratio
IDENTIFIERS- Arizona; Kentucky; New York City Board of Education; Texas

This compilation of reprinted journal and newspaper articles covers the following topics: (1) The Front Lines; (2) Federal Policy; (3) Charter Schools; (4) School Choice; (5) Standards, Tests, and Accountability; (6) Teacher Quality; (7) Curriculum and Content; (8) Higher Education; and (9) Grab Bag. Each section is preceded by commentaries on the subject. In "Network Notes" reviews of selected publications, books and reports are included. Information about obtaining copies and their prices is provided. Articles include: (1) "Bush Beats the Blob" (Tucker Carlson); (2) "Gore Seizes Education as Campaign Platform" (Ethan Bronner); (3) "A School of Your Own" (James Traub); (4) "A Bold Experiment to Fix City Schools" (Matthew Miller); (5) "Ohio Lowering Reading Standards" (Michael Hawthorne); (6) "A Call for Education Change" (Jay Matthews); (7) "In Search of...Brain-Based Education" (John T. Bruer); (8) "The Class of Prop. 209" (James Traub); and (9) "What the Public Schools Can Learn From Hollywood and George W. Bush" (Christian Peters). (DFR)

ED 441 280 EA 030 408

O'Phelan, Mary H.; Norman, Antony D.; Ecton, Gayle W.
Graduation 2010: Second Year Implementation.
PUB DATE- 99
NOTE- 62p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Appreciation; *Cognitive Development; *Community Action; *Curriculum Development; *Early Reading; Elementary Education; Health Education; *Language Acquisition; *Mental Health Programs; Music Education; Program Implementation; Public Schools; Second Language Instruction
IDENTIFIERS- *Daviess County School System KY

The second-year implementation of Graduation 2010, a districtwide public-school initiative, had its beginnings in brain-based

This monograph describes how to conduct simulations that allow individuals to experience what it is like to have deafblindness. It begins by discussing the philosophy and benefits of simulations and explains the two different types of simulations. The first type of simulation gives a generic overview of the impact of deafblindness on learning and gathering information about the world. The second type is designed to increase understanding regarding the needs and experiences of a specific individual. Limitations of simulations are also addressed. The next part of the monograph discusses safety issues and planning a simulation experience. The contents of a basic simulation kit are listed, and initial instructions for providing a simulation experience are provided. The final part of the guide describes different types of simulation activities that include communication/language activities, large group activities, concept development activities, daily living skills, social skills, vocational skills, and leisure and recreation activities. A list of thoughts about simulations from the perspectives of intervenor and participants is provided, along with a simulation outline and a resource list. (CR)

ED 441 300 EC 307 816

Hill, Katya; Romich, Barry
AAC Language Activity Monitoring: Entering the New Millennium.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Southeast Augmentative Communication Conference (20th, Birmingham, Alabama, October 1-2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Augmentative and Alternative Communication; Children; *Communication Disorders; *Disabilities; *Evaluation Methods; *Language Acquisition; *Language Skills; Vocabulary Development

This report describes how augmentative and alternative communication (AAC) automated language activity monitoring can provide clinicians with the tools they need to collect and analyze language samples from the natural environment of children with disabilities for clinical intervention and outcomes measurements. The Language Activity Monitor (LAM) is described as a recording device that can be attached and connected to any AAC system with an RS-232c serial data output. The LAM records each output (one or more letters, words, phrases, sentences, etc.) from the AAC system and attaches a time stamp. The report discusses how the LAM function has been implemented in a new AAC device and as an add-on module for existing devices, and how the recorded data can periodically be uploaded into a computer for editing and analysis. The processing of raw LAM data and analyzing LAM data are addressed. The ways in which LAM tools support the analysis of augmented communicator's production of linguistic structures, vocabulary diversity, and communication rate are emphasized. (Contains 13 references.) (CR)

ED 441 301 EC 307 818

Winebrenner, Susan; Espeland, Pamela, Ed.
Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use To Meet the Academic Needs of

Education; *Student Characteristics; Student Evaluation; Test Interpretation; Test Reliability; Test Validity; *Transitional Programs; Work Environment

This school-version technical manual provides an overview of the "Transition Behavior Scale-Second Edition School Version" (TBS-2 SV), an assessment that was developed to be a direct observation screening measure of behavior characteristics most predictive of behavior in society in general and employment specifically. Those students (ages 12-18) most likely to have problems in employment and society may then be identified for additional preparation, further assistance, or special consideration. The TBS-2 SV includes 62 items representing behavioral characteristics where educational personnel can provide their professional input regarding student skills. The areas evaluated by the scale (work related, interpersonal relations, and social/community expectations) are those areas which evidence indicates relates most directly to success in employment and societal transition. The test is designed to be completed in approximately 15 to 20 minutes. The manual describes characteristics of the test, uses of the test, instructional and intervention activities for transition planning, reliability and validity of the test, administration and scoring, and interpreting results of the tests. Appendices include information for converting raw score to subscale standard score and subscale percentile score. (Contains 42 references.) (CR)

ED 441 319 EC 307 836

McCarney, Stephen B.
Transition Behavior Scale IEP and Intervention Manual: Goals, Objectives, and Intervention Strategies for Behavior Necessary for Success in Independent Living and Employment.
PUB DATE- 95
NOTE- 189p.; For the manuals for the Self-Report and School Versions of the Scale, see EC 307 834-835.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Behavior Problems; Behavior Rating Scales; *Disabilities; Education Work Relationship; *Employment Potential; Employment Qualifications; *Individualized Education Programs; Interpersonal Competence; Intervention; Secondary Education; Self Evaluation (Individuals); Student Characteristics; *Student Educational Objectives; Student Evaluation; *Transitional Programs; Work Environment

This manual provides educators with goals, objectives, and intervention strategies for behavior problems identified by the "Transition Behavior Scale-Second Edition," an assessment of the behaviors of students (ages 12-18) which will interfere with successful transition to independent living and employment. The areas evaluated by the scale (work related, interpersonal relations, and social/community expectations) are those areas which evidence indicates relates most directly to success in employment and societal transition. Goals and objectives identified in the manual serve as samples which may be used in writing Individualized Education Programs for students with special needs preparing for transition. Interventions listed under each behavior problem are designed to serve as a guide for program development or change for any student in need of behavior improvement. The manual begins by

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; *Bilingual Teachers; Classroom Techniques; *Educational Objectives; Educational Policy; Elementary Secondary Education; *English (Second Language); *Federal Legislation; Language Minorities; Learning Strategies; Limited English Speaking; Literacy; Second Language Instruction; Second Language Learning; Spanish Speaking; *Teacher Role; Teaching Methods; Urban Areas

The purpose of this study is to understand how teachers negotiate decisions about goals and instruction for language minority students and how these decisions play out in classroom interactions. Much of bilingual education research focuses on program evaluation and implementation and, consequently, overlooks the critical role teachers play in the actual implementation of policies, namely, how the teacher makes decisions, what influences those decisions, and how those decisions are linked to and constructed by the school's bilingual program. Teachers make decisions about student language goals and instruction that shape the actual academic experiences of their students. Research in bilingual education should attend more carefully to the role of the teacher in learning and instruction. The research project discussed here investigates the student language goals and classroom instruction of an urban elementary school bilingual teacher and presents an analysis of the many influences that guided her instruction over 2 academic years, during which the bilingual program at her school underwent restructuring. The theoretical framework of this study draws upon educational policy and research on both teaching and bilingual education. The influence and effects of the Bilingual Education Act of 1968 and Title VII of the Elementary and Secondary Education Act of 1965 are extensively examined. Some of the weaknesses in the system that the teacher encountered include the following: (1) weak support structures for teacher collaboration; (2) inconsistent student language goals; (3) lack of strategic student placement; and (4) a lack of program articulation in Title VII meetings. (Contains 29 references.) (KFT)

ED 441 341 FL 026 264

Little, David, Ed.; Dam, Leni, Ed.; Timmer, Jenny, Ed.
Focus on Learning Rather than Teaching: Why and How? Papers from the International Association of Teachers of English as a Foreign Language (IATEFL) Conference (Krakow, Poland, May 14-16, 1998).
PUB DATE- 00
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; Cognitive Style; Elementary Secondary Education; English (Second Language); Higher Education; *Learner Controlled Instruction; Learning Strategies; Limited English Speaking; *Personal Autonomy; Second Language Instruction; Second Language Learning; Teacher Education; Teacher Education Programs; Teaching Methods

The chapters in this edited volume cover a wide range of topics

ED 441 359 HE 032 815

Burns, W. David, Ed.
Learning for Our Common Health: How an Academic Focus on HIV/AIDS Will Improve Education and Health. Program for Health and Higher Education.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 99
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Role; Democracy; Epidemiology; Ethics; General Education; Health Education; Health Promotion; Higher Education; Leadership Responsibility; Liberal Arts; Public Health; Racial Factors; Service Learning
IDENTIFIERS- Association of American Colleges and Universities

This monograph presents eight essays that reflect lessons learned and insights gained from a project of the Association of American Colleges and Universities Program for Health and Higher Education (PHHE) to help leaders improve undergraduate learning by engaging higher education in the solution to preventing human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) and reducing their threat to youth. The papers include a Foreword written by Carol Geary Schneider, followed by: "Learning for Our Common Health" (Wm. David Burns); "If We Fail To Lead" (Patsy B. Reed); "HIV, Health, and Liberal Education" (William J. Cronon); "HIV/AIDS in the Academy: Engagement and Learning in a Context of Change" (Richard P. Keeling); "Service Learning and HIV/AIDS Prevention: Prospects for an Integrated Strategy" (Ira Harkavy and Daniel Romer); "Learning about HIV/AIDS and Ethics in a Liberal Democracy" (Nora Kizer Bell); "Placing HIV/AIDS in Perspective: A Question of History" (Robert E. Fullilove and Mindy Thompson Fullilove); and "HIV/AIDS and Institutional Transformation: The Experience of San Francisco State University" (Robert A. Corrigan and Sheila A. McClear). A resource section is appended. (Contains 42 references.) (SM)

ED 441 360 HE 032 816

Johnson, Howard Wesley
Holding the Center: Memoirs of a Life in Higher Education.
PUB DATE- 99
NOTE- 331p.; Foreword by John S. Reed.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Activism; *Administrator Role; Autobiographies; Civil Disobedience; *College Presidents; Demonstrations (Civil); *Educational History; Higher Education; Leaders; Leadership; Leadership Qualities; Leadership Responsibility; Personal Narratives; Reminiscence; Vietnam War
IDENTIFIERS- *Massachusetts Institute of Technology

This memoir by Howard Wesley Johnson, who was president of the Massachusetts Institute of Technology (MIT) during the 1960s and 1970s, is an autobiography as well as a history of how MIT coped with and responded to the hyperturbulance of the Vietnam era. The book reflects three themes: it is a history; it is a

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Students; *Enrollment Trends; Higher Education; *School Holding Power; Stopouts; Student Attrition; Student Behavior; Students; *Transfer Rates (College)
IDENTIFIERS- *National Student Loan Clearinghouse; University of Maryland College Park

Almost all studies of college student retention inappropriately combine stopouts with transfer-outs due to a lack of data. The National Student Loan Clearinghouse (NSLC) has created a new database that tracks students across institutions. These data, in combination with institutional databases, now allow researchers to take into account both stopout and transfer-out behavior. Using NSLC data for the University of Maryland, College Park, this paper analyzes one-year retention with dichotomous and multinominal logit under two specifications: the traditional binary retained/not retained dependent variable and a three-outcome dependent variable where students are coded as retained, transferred to another institution, or stopped out. The study concludes that failure to consider transfer-out behavior when modeling retention will result in biased estimates and incorrect conclusions about what affects student behavior. (Contains 35 references.) (Author/SM)

ED 441 379 HE 032 856

Increasing the Entering Student Admissions Profile at Stephen F. Austin University. A Feasibility Study.
SPONS. AGENCY- Stephen F. Austin State Univ., Nacogdoches, TX.
PUB DATE- 98
NOTE- 43p.; Some color charts may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Admission Criteria; *College Admission; College Entrance Examinations; College Freshmen; Competitive Selection; Enrollment Trends; Higher Education
IDENTIFIERS- *Stephen F Austin State University TX

This study investigated the potential impact on enrollment of raising academic admissions requirements for first-semester freshmen at Stephen F. Austin University (Texas). Data collected in spring 1998 included three years of enrollment and admissions data from SFA's admissions office, 1995-96 statewide high school graduate and individual school characteristics from the Texas Education Agency, and statewide test performance data for 1996-97 and 1997-98 from the American College Testing Program. Telephone interviews were also conducted with admissions directors from a number of institutions identified as having raised their standards. Data analysis involved: (1) determining current sources of new freshmen and the extent to which alterations in enrollment policies might raise the institution's admissions profile; (2) determining the kinds of change in application/enrollment rates required to significantly raise the proportion of high-ability entering students; (3) identifying competing institutions; and (4) assessing probable enrollment consequences of raising admissions requirements. The study concluded that it was unlikely that current yields of high-ability students could be improved upon, and that raising admissions standards would likely result in a short-term decline in new freshmen enrollment. It was suggested that SFA keep current admissions

Materials; Learning Activities; Teaching Methods
IDENTIFIERS- *Technology Integration

This booklet provides glimpses into the classrooms of real teachers at various stages of technology integration. The "Snapshots" offered in this document illustrate appropriate and creative uses of technology at many grade levels and within different subject areas. The Curriculum Snapshots are organized by grade level (K-2, 3-5, 6-8, 9-12). Each Snapshot indicates the focus of the activities (topic), grade, and source (contributing teacher), and includes a photo of the teacher or of students working on the topic. Following the activity suggestions presented for each topic, are useful software and hardware and supplementary content-related resources such as Web sites and videos. Sections at the end of the booklet describe both general software types and specific software and video programs, and list software publishers and producers. (AEF)

ED 441 398 IR 020 294

Thomas, William R.
Web Courses for High School Students: Potential and Issues.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Distance Education; Educational Development; Educational Policy; Educational Practices; *High School Students; High Schools; Instructional Improvement; *World Wide Web
IDENTIFIERS- *Online Courses; Technology Implementation

This document focuses on Web-based courses for high school students. First discussed is the use of technology as a potential solution to address two needs: the need to increase the number of Advanced Placement courses and core mathematics and sciences courses; and the need to improve instruction. Efforts by universities and private, for-profit companies to develop Web courses for high school students are then highlighted. Discussion then focuses on why there is not greater use of the Web in instruction, as well as issues related to policy, instruction, and management that must be resolved before states; schools and students can truly benefit from such courses. Issues relating to student access, staffing, quality, and costs are briefly discussed, with each issue listing several questions that should be asked. The document concludes with more questions that state policymakers and decisionmakers should answer before they begin Web technology to meet instructional needs. (AEF)

ED 441 399 IR 020 301

Robins, Jenny
Teachers, Computer Networks, and the Internet at TechCity High.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Networks; Educational Technology; High Schools; *Internet; Local Area Networks; School Surveys; *Teacher Attitudes; Teaching Methods

information poor; (3) IT as the panacea of information and knowledge gaps and problems; (4) preservation and conservation; (5) depositions, bibliographic control, and availability; (6) authenticity and verification; (7) freedom of and access to information--a concomitant process of an open market economy; and (8) national IT and information policy and implementation. (Contains 26 notes and 9 references.) (MES)

ED 441 421 IR 057 692

Chu, Clara M.
Immigrant Children Mediators (ICM): Bridging the Literacy Gap in Immigrant Communities.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674. Study was partially supported by grants from the University of California, Los Angeles Academic Senate, Asian American Studies Center, Institute of American Cultures, and Urban Education Studies Center.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Immigrants; Librarians; Library Role; *Library Services; *Limited English Speaking; *Literacy; Non English Speaking; *Parent Child Relationship; *User Needs (Information); Users (Information)
IDENTIFIERS- Mediation

Studies and observations of immigrants with limited dominant language literacy reveal their use of various literacy strategies to communicate with and function in the dominant society. One of these is the interpreter strategy whereby immigrants rely on their children to serve as cultural, linguistic, and informational mediators. This undertaking of adult responsibilities by immigrant children is referred to as the reversal of parent-child roles. This paper examines the mediation activities and information needs of immigrant children mediators (ICMs) and recommends strategies librarians can use to prepare ICMs to competently mediate for their family and friends by teaching them how to find relevant sources of information, to critically examine the sources of information available to them, and to consider mediation as a life skill. Partial results of one study and preliminary results of a second study are reported. The first study examined the role of immigrant children as cultural, linguistic, and informational mediators. The second study is currently being conducted; the results of 33 librarians, who are participants of a larger study on the role of librarians and educators as facilitators of immigrant child mediation, are reported. (MES)

ED 441 422 IR 057 693

Clavel-Merrin, Genevieve
The Need for Co-Operation in Creating and Maintaining Multilingual Subject Authority Files.
PUB DATE- 99
NOTE- 11p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Western language titles, including publications from Asia, as well as serials about Asia produced elsewhere) in Australian libraries. Background is provided on the development of Asian collections since the 1950s. Results of a 1994 national survey of Asian materials are summarized. Efforts to coordinate Australia's Asian collections are described, including the National Chinese, Japanese, and Korean (CJK) Service and the Indonesian Acquisitions Project. A survey of users of Korean materials is reported, as well as a panel on information needs of Asian studies academics. Other topics include: a collecting agreement for Chinese statistical yearbooks between the National Library and the Australian National University (ANU); World Wide Web sites for major Asian collections in Australia; serial indexing; and backlogs of uncataloged Asian serials. (MES)

ED 441 443 IR 057 714

Haddad, Peter
National Bibliography in Australia: Moving into the Next Millennium.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Bibliographic Databases; Bibliographic Utilities; *Bibliographies; Change; Electronic Publishing; Foreign Countries; Information Technology; Legislation; National Libraries; *National Programs; National Standards; User Needs (Information)
IDENTIFIERS- Australia; *Legal Deposit; *National Bibliographies; Technological Change

The foundations of national bibliography remain an effective legal deposit regime and the use of widely accepted bibliographic standards, but its nature, format, presentation, and way in which national bibliographies are produced are evolving to reflect changes in technology and user expectations. This paper presents experiences in Australia, where the printed national bibliography has been supplanted by access to a database. Highlights include: the importance of national bibliographies and legal deposit; the need for legal deposit law to be kept up-to-date; the application of deposit to online publishing; standards in the national bibliography; changes in the format of the national bibliography in Australia; problems generated by moving away from traditional forms of publication; and the shared cataloging network--the Australian Bibliographic Network, now replaced by Kinetica. The following emerging challenges to national bibliography are summarized: (1) increasing the comprehensiveness of the national bibliography by the inclusion of a wide variety of formats; (2) continuing to cope with the volume of the national publishing output; (3) the need for an archival version of the national bibliography; and (4) making the national bibliography more user friendly. (MES)

ED 441 444 IR 057 715

Haddad, Peter
The National Library of Australia's Rare Book and Manuscripts

Yee, Martha M.
Guidelines for OPAC Displays.
PUB DATE- 99
NOTE- 10p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674. The specific guidelines are not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Interfaces; *Computer Software Development; Computer System Design; Guidelines; *Information Retrieval; *Library Catalogs; *Online Catalogs; *Screen Design (Computers); Search Strategies; User Needs (Information); World Wide Web
IDENTIFIERS- Graphical User Interfaces; International Federation of Library Associations; Z39 50 Protocol

This paper describes the IFLA (International Federation of Library Associations and Institutions) guidelines for librarians charged with customizing OPAC (online public access catalog) software and vendors and producers of this software. The guidelines are intended to apply to all types of catalog, including World Wide Web-based catalogs, GUI (graphical user interface)-based interfaces, and Z39.50-Web interfaces. The focus is on the display of cataloging information (as opposed to circulation, serials check-in, fund accounting, acquisitions, or bindery information). The intent is to recommend a standard set of display defaults, defined as features that should be provided for users who have not selected other options, including users who want to begin searching without much instruction. The guidelines are divided into principles (general statements of the goals of the guidelines) and recommendations. The recommendations are organized based on the four main types of searches that users conduct in library catalogs: (1) for the works of a particular author or other creator; (2) for a particular work; (3) for works on a particular subject or in a particular form or genre; and (4) for works that take a particular disciplinary approach. Several controversies related to OPAC displays are also addressed. (MES)

ED 441 467 IR 057 738

Lux, Claudia
Managing Library Staff from a Different Cultural Background--The East-West Conflict in Berlin.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Foreign Countries; *Library Administration; *Library Personnel; *Personnel Management; Problems; Public Libraries
IDENTIFIERS- Germany (Berlin)

Premkamolnetr, Nongyao
Doing Research Overseas without Tears: Adventures of an Innocent Abroad.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Foreign Countries; *Foreign Students; Graduate Students; Graduate Study; Higher Education; *Student Problems
IDENTIFIERS- Australia; Thailand

This paper shares some of the experiences of the author, a former Ph.D. overseas student from Thailand, during the time she was conducting a research project in Australia. Being abroad for the first time, as well as coming from a culture with different norms, values, languages, beliefs, and ways of life, led to most of her days studying overseas being very challenging. The author hopes that sharing these experiences will be useful for other potential overseas students who are in the same or similar situations to acquaint them with what they may confront so they can lessen or avoid similar problems. Challenges discussed include language barriers, academic problems, cultural problems, financial constraints, and emotional problems. Suggestions are offered for alleviating academic problems (i.e., problems related to conducting the research project), including: thoroughly understanding the research process; making oneself clear and better understanding the research topic; reviewing the literature; writing a mind map; discussing the topic; writing down all ideas; keeping up with what is happening in the profession; catching up with available software packages; and doing other academic projects in between. (MES)

ED 441 490 IR 057 761

Pungtrakul, Chirudee
World Wide Thai Bibliographical Control.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Bibliographies; *Cataloging; Foreign Countries; Government (Administrative Body); Higher Education; Information Services; *Information Technology; *Library Automation; Library Catalogs; World Wide Web
IDENTIFIERS- *Electronic Resources; MARC; *National Bibliographies; Thailand; Web Sites

This paper discusses bibliographic control in Thailand. The first section provides background, beginning with the compilation of the "Catalog of the Books of the Royal Vijirajan Library" in 1892; several papers on the history of Thailand's bibliographic control are listed. Recent changes due to the widespread use of information technology are addressed in the second section, including early database development, library automation, and

ED 441 511 IR 057 782

Wijetunge, Pradeepa; Willson, Jonathan
Availability of Information to LIS Curriculum Developers and Policy Makers and the Status of LIS Education System: The Case of an Information Poor Country.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674. Figure may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Curriculum Development; Developing Nations; Educational Needs; Employer Attitudes; Foreign Countries; Higher Education; *Information Needs; *Information Science Education; Information Systems; *Library Education; National Surveys; Problems; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Sri Lanka

This paper defines curriculum development and discusses the curriculum development process. It emphasizes a variety of information that is essential for curriculum developers and policymakers to perform their tasks satisfactorily. A 1998 survey showed that attitudes of students, teachers, and employers toward current Library Information Science (LIS) education programs in Sri Lanka are not favorable, indicating that curriculum developers have not been successful. The information system required by curriculum developers is poor in Sri Lanka for a number of reasons, including dependence on part-time teachers and coordinators, lack of training in curriculum development, difficulty in locating pertinent national information, limited access to international information, and the cost of information. The poor information system has produced a weak LIS education system in the country. Suggestions are made as remedial measures in order to strengthen the information system. (MES)

ED 441 512 IR 057 783

Willard, Carolyn
How To Establish a Successful Health Information Library in the Community.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Health Services; Confidentiality; Credibility; *Information Centers; *Library Administration; *Library Development; Library Facilities; Library Materials; Library Personnel; Library Policy; Library Services; *Medical Libraries; Mission Statements; Public Relations; Training
IDENTIFIERS- *Health Information

This paper discusses some of the factors that lead to the success of a health information library, including: (1) the mission statement; (2) practical matters such as location, equipment, furniture, and layout; (3) considerations in writing the

Institutional Research; Personnel; State Boards of Education; Statewide Planning; Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Florida Community College System

This report provides summary and statistical information on the Florida Community College System. All statistical information reported originates from Florida's 28 public community colleges which reported to the Division of Community Colleges. The report contains 12 sections: (1) foreword; (2) table of contents; (3) State Board of Community Colleges members; (4) community college presidents; (5) Florida Community College System; (6) community college funding policy; (7) student information, which contains 13 tables and 13 figures presenting data and trends in fall headcount enrollment, annual headcount enrollment, FTE enrollment, program enrollment, and program completions; (8) employee information, which contains four tables and three figures presenting data on employee headcount, characteristics, occupational activity, and salary; (9) financial information, which contains 10 tables and three figures presenting data on revenues and expenditures, revenue per credit hours, student fees, cost analyses, and facilities; (10) college center for library automation, which contains one figure on library information network utilization; (11) glossary; and (12) division of community colleges. (RDG)

ED 441 533 JC 000 373

Coley, Richard J.
The American Community College Turns 100: A Look at Its Students, Programs, and Prospects. Policy Information Report.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); College Programs; *Community Colleges; *Educational History; *Educational Needs; Educational Trends; *Institutional Role; *Long Range Planning; School Effectiveness; Student Characteristics; Transfer Programs; Two Year Colleges

As the community college reaches the century mark, this report takes stock of what and where that diverse institution is today. The paper aims to depict the diversity of today's community college students and the myriad of programs and activities offered by these institutions. In addition, it outlines some of the challenges that must be faced as these institutions expand their agendas in response to the needs of our modern world. This paper contains the following sections: (1) "The Community College," which provides some basic data about the American community college enterprise; (2) "The Students," which looks at their background characteristics, educational aspirations and admissions test scores, educational risk, and college involvement; (3) "Community College Programs," which explores college transfer programs, occupational/technical programs, developmental education, community services, and support services; (4) "Transfer and Articulation," which examines the transfer function and articulation agreements; (5) "Examining the Impact and Effectiveness of the Community College"; and (6) "A Look Ahead," which summarizes data that demonstrate the demands for community college education and training in the future. The report includes a list of resources on community colleges and an appendix which contains Mercer County Community College's theorists and topics are provided for further student research. The study guide concludes with an assessment of student learning and the teacher's answer key. (KB)

ED 441 553 PS 028 285

Family Forever: Reunification through Family-Focused Foster Care. A Discussion Guide with Videotape .
PUB DATE- 99
NOTE- 0p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Biological Parents; Caseworker Approach; *Foster Care; *Foster Children; *Foster Family; *Mother Attitudes; Parents; Social Workers
IDENTIFIERS- Caseworker Client Relationship; Family Reunification

Maryland is one of five states piloting the Family to Family Initiative to assist child welfare systems to improve outcomes for foster families and children. This videotape and discussion guide were developed as part of the Initiative's training efforts. The 18-minute videotape presents 4 birth mothers telling the stories of how they became overwhelmed by problems and could not care for their children. The mothers share their feelings toward social workers and foster parents immediately following the removal of their children. The mothers recount how, after their experience with family-focused foster care, these feelings changed, and how, although their families were reunited, they hoped their relationships with the foster families would continue for a long time. The discussion guide is presented in six chapters. Chapter 1 presents background information on family-focused foster care. Chapter 2 provides an introduction to the families featured in the video and offers details about family members that will affect decision making and planning for children. Chapters 3 through 5 examine the changing role of the foster parent, the social worker, and the birth parent within the context of family-focused foster care. Each of these chapters presents discussion questions to consider and suggestions about how foster parents, social workers, and birth parents can become more family-focused. Each chapter also offers points to remember about the changing role. Chapter 6 delineates changes that foster parents, social workers, and birth parents may experience as they move toward family-focused foster care. (Contains 20 references.) (KB)

ED 441 554 PS 028 324

Drucker, Jan; Franklin, Margery B.; Wilford, Sara
Understanding Pretend Play. A Guide for Parents and Teachers To Accompany the Documentary Video "When a Child Pretends."
PUB DATE- 99
NOTE- 13p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Development; *Dramatic Play; Language Acquisition; *Pretend Play; *Young Children
IDENTIFIERS- Blocks; Play Learning

children in single-parent families); (2) economic well-being (covering median household income, cost of rent, children receiving child support, children in poverty, children in the Family Independence Program, children in families receiving food stamps, and children receiving school breakfast); (3) health (covering children's health insurance; access to dental care; women and children receiving WIC; women with delayed prenatal care; low birth weight infants; infant mortality; children with lead poisoning; births to teens; alcohol, drug, and cigarette use by teens; children with asthma; and additional children's health issues); (4) safety (covering child deaths, teen deaths, homeless children, homeless youth, juveniles referred to family court, children and domestic violence, and child abuse and neglect); and (5) education (covering infant and preschool child care, children enrolled in Head Start, school-age child care, children receiving child care subsidies, full-day kindergarten, fourth-grade reading proficiency, children enrolled in special education, school attendance, suspensions, high school graduation rate, and teens not in school and not working). The report defines each indicator, describes its significance and trends, provides information on intervention programs, and presents relevant data for the state, each city and town, and an aggregate of the five cities with the highest child poverty rates. The report concludes with a description of the methodology and acknowledgements. (EV)

ED 441 573 PS 028 562

Head Start 2010: Fulfilling the Promise. Report of the Head Start 2010 National Advisory Panel.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Freddie Mac Foundation, McLean, VA.; Foundation for Child Development, New York, NY.; A.L. Mailman Family Foundation, Inc.
PUB DATE- 00
NOTE- 61p.; Writing and editing provided by Salvatrice DeLuca.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Cooperation; Financial Support; Parent Participation; Preschool Education; *Program Attitudes; Program Development; Program Effectiveness; *Program Improvement
IDENTIFIERS- Access to Services; *Project Head Start

In anticipation of the 35th anniversary of Project Head Start, the National Head Start Association (NHSA) launched a national initiative to discover how Head Start can best serve children and families in the new millennium. A series of hearings and open forums were conducted throughout the country in 1999, along with a special session featuring original founders of Head Start and a Head Start parent survey. The testimony is clustered into four broad themes: (1) maintaining and strengthening the quality of Head Start programs (salary, training, governance, and accountability); (2) enhancing support for parents and families (parents' roles in program implementation and their own special needs for services); (3) overcoming obstacles to collaboration (effective working relationships within the Head Start network and partnering with other organizations); and (4) rethinking eligibility, funding, and access to services (access and participation in Head Start). Detailed recommendations were created around five "unfulfilled promises": (1) to children and families (continued research on new innovations and increased responsiveness to the changing needs of families, particularly with respect to cultural diversity); (2) on quality (improved salary and

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Adjustment (to Environment); Adult Education; Annotated Bibliographies; *Attention Deficit Disorders; Career Counseling; Career Development; *Career Education; *Career Planning; College Choice; College Programs; Counselor Client Relationship; *Dyslexia; Education Work Relationship; Educational Opportunities; Employer Employee Relationship; Employment Interviews; Federal Legislation; Feedback; High Schools; Higher Education; Individualized Education Programs; Information Sources; Internet; Interpersonal Competence; *Job Search Methods; *Learning Disabilities; Mentors; Motivation; National Organizations; Nonprofit Organizations; Postsecondary Education; Research Me Americans with Disabilities Act 1990
IDENTIFIERS- Americans with Disabilities Act 1990

This document is a guide to career planning and finding a job for high school and college students and graduates with learning disabilities, attention deficit disorder, and dyslexia. The guide, which is written from the perspective of an individual with firsthand experience with a learning disability, explains how individuals can find the best possible job that emphasizes their strengths and minimizes the effects of their disability. The following topics are discussed in the guide's 15 chapters: career planning; handling high school; obtaining education for the world of work; using accommodations in education and training to improve learning; developing social skills; developing self-esteem and motivation; acquiring work experience and strategizing the job search; researching job opportunities; finding and filling job openings; handling job interviews; getting help with job searches from career counselors, vocational rehabilitation, and other sources of assistance; understanding the Americans with Disabilities Act; requesting accommodations on the job; achieving success on the job; and progressing from job hunt to career success. (Contains a 78-item annotated bibliography; postal and Internet addresses of 5 national organizations involved with learning disabilities, attention deficit disorder, and dyslexia; and a list of 101 chapter references.) (NN)

ED 441 084 CE 080 095

Kuchinke, K. Peter, Ed.
Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000).
PUB DATE- 00
NOTE- 1188p.; Individual symposia are analyzed separately; see CE 080 096-132. Symposium 45 is not listed in the table of contents.
LANGUAGE- English
EDRS Price- MF09/PC48 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Learning; Age Differences; Aging (Individuals); Career Development; Case Studies; College Programs; College Students; Computer Uses in Education; Conferences; Cultural Differences; Distance Education; *Education Work Relationship; Educational Practices; *Educational Research; Educational Technology; Employment Qualifications; Ethics; Evaluation Methods; Experiential Learning; Foreign Countries; Futures (of Society); Higher Education; Human Resources; Independent Study; Informal Education; Information Management; Integrity; Intellectual Property; Internet; Job Performance; Job Training; Knowledge

Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Aging (Individuals); Case Studies; Comparative Analysis; *Cultural Differences; Developed Nations; *Dialogs (Language); Foreign Countries; Human Resources; *Labor Force Development; Older Workers; *Organizational Change; Program Effectiveness; Program Evaluation; Success
IDENTIFIERS- Japan

Three presentations are provided from Symposium 14, Workforce Diversity, of the Academy of Human Resource Development (HRD) 2000 Conference Proceedings. "Cross-Organizational vs. Localized Participation: A Case Study on Workplace Diversity Dialogues Implementation" (Martin B. Kormanik, Daniel A. Krieger, Timothy E. Tilghman) compares dialogue from participants drawn from across the organization with others drawn from one organizational component. Discussion highlights strategies for implementation in the workplace, implications for practitioners, and suggestions for research. "Evaluation of Diversity Initiatives in Multinational Corporations" (Rose Mary Wentling) describes a study of eight multinational corporations and reports that, despite difficulty in determining the impact of diversity initiatives, corporations are making efforts to come up with measurements that can lead them to confirm the value that diversity initiatives have to the organization's profitability. "Change: The Japanese Workplace and the Aging Workforce" (Mary E. Repass, Letitia A. Combs) explores new trends that are occurring and have developed in the Japanese workplace; contributes to the understanding of changes occurring in the lives of the Japanese older worker; highlights the challenges and choices of future work for older adults in Japan; and generates research questions on the roles and workplace options for older adults. The papers contain reference sections. (YLB)

ED 441 102 CE 080 113

Management Development. Symposium 15. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 27p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Adult Education; Comparative Analysis; Developed Nations; Foreign Countries; Human Resources; *Labor Force Development; *Leadership; *Leadership Qualities; *Management Development; *Organizational Change
IDENTIFIERS- Automobile Industry; *Facilitative Leadership; United Kingdom

Three presentations are provided from Symposium 15, Management Development, of the Academy of Human Resource Development (HRD) 2000 Conference Proceedings. "Conceptualizing Global Leadership from Multiple Perspectives: An Analysis of Behavioral Ratings" (Allan H. Church) examines the underlying nature of global leadership behavior using multi-rater feedback data from senior managers, direct reports, peers, and supervisors of a large personal preparation; (2) prior medical care preparation; (3) academic preparation; (4) clinical preparation; and (5) the provision of culturally congruent care. The second paper, "An Intercultural Training/Consulting Process and Its Implications on Meaning Making and Organizational Change: The Case of a Hungarian Organization" (Maria Cseh, Darren Short), presents an in-depth look at an intercultural training and consulting process between an HRD team from the United Kingdom and a large public service Hungarian organization, using the case study method. The last paper, "Theory of Intercultural Adjustment and Implication for HRD" (Soomi Ha), examines theories of adjustment process and presents an integrated model through synthesizing previous literature. The papers contain reference sections. (KC)

ED 441 120 CE 080 131

Organizational Structure and Strategy. Symposium 30. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 32p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Business Administration; Case Studies; Educational Needs; Educational Philosophy; *Human Resources; *Labor Force Development; Learning Strategies; Management Development; *Organization; Professional Development; Program Evaluation; *Staff Development; *Strategic Planning
IDENTIFIERS- Vertical Integration

This packet contains four papers on organizational structure and strategy from a symposium on human resource development (HRD). The first paper, "Exploring Alignment: A Comparative Case Study of Alignment in Two Organizations" (Steven W. Semler), reports on a case study that compared the results of an alignment measurement instrument with an expert qualitative assessment while gathering narrative examples describing strong and weak alignment in an organization and offers validation evidence for the measurement instrument. The second paper, "Vertical Integration of HRD Policy within Companies" (A. A. M. Ida Wognum), reports on a study that explored whether so-called vertical integration of HRD policy at different organizational levels occurs within companies. Findings indicate a virtual absence of HRD policymaking or strategic HRD aligning in all aspects and levels within the companies studied. The third paper, "Speculating about the Connection of Management Development and Organizational Goals: A Post-Data Collection Interpretation" (Max U. Montesino) reports a post-data collection interpretation derived from the evaluation of an international management development program. The speculations offered emerged as themes from the data analyzed. Background information about the program evaluated is provided to contextualize the post-data collection interpretation. The final paper, "Strategic HRD and Stakeholder-Based Evaluation: A Conceptual Framework of In-Service Training Programs in the Evinset Project" (Sari Heinonen, John A. Niemi), proposes the concept of strategic HRD to support teachers' personal and professional development as an integral part of a school's organizational development. A stakeholder-based framework for evaluation of inservice training programs also is proposed. The papers contain reference sections. (KC)

NOTE- 280p.; "With Ann K. Brooks, Elizabeth J. Tisdell and Jane M. Hugo."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Learning; Adults; Continuing Education; *Educational History; *Females; *Feminism; Self Concept; *Sex Role; *Womens Education

This book is intended to address the need for information and understanding about adult women's learning and education. It gathers knowledge about women and their learning and places women's learning experiences in the contexts of where women live. The book also promotes an understanding of women's diversity and makes recommendations for future research and practice. The following nine chapters are included: (1) "Women's Learning: A Kaleidoscope" (Daniele D. Flannery, Elisabeth Hayes); (2) "Social Contexts" (Elisabeth Hayes); (3) "Identity and Self-Esteem" (Daniele D. Flannery); (4) "Voice" (Elisabeth Hayes); "Connection" (Daniele D. Flannery); (6) "Transformation" (Ann K. Brooks); (7) "Feminist Pedagogies" (Elizabeth J. Tisdell); (8) "Perspectives on Practice" (Jane M. Hugo); and (9) "Creating Knowledge about Women's Learning" (Elisabeth Hayes). A postscript by Daniele D. Flannery presents a gathering of ideas from women who read the book in manuscript. (Contains 250 references.) (KC)

ED 441 139 CE 080 150

Merrifield, Juliet
Equipped for the Future Research Report: Building the Framework, 1993-1997. EFF Technical Report.
PUB DATE- 00
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Literacy; Citizen Role; *Educational Change; Educational Research; Job Skills; *Lifelong Learning; *Literacy Education; Parent Role; Student Educational Objectives; Systems Development; *Theory Practice Relationship
IDENTIFIERS- Contextual Learning; *Equipped for the Future; National Institute for Literacy

This report focuses on the research aspects of the Equipped for the Future (EFF) project that works toward system reform for adult literacy and lifelong learning. Section 1 describes the EFF process 1993-97, the impetus for EFF, and approaches to system reform. Section 2 explores the research processes EFF uses to build a framework that could support system reform. Section 3 discusses the following conceptual threads that shape the EFF framework: (1) purposeful view of learning; (2) rooting of education in the context of lives; (3) application, not possession, of skills; and (4) adult development as transformation. Sections 4-6 describe processes used and sources of data collected to create the framework. Assumptions guiding the research are examined, and the credibility and significance of findings are discussed in terms of both theory and practice. Section 4 focuses on consulting with adult learners to determine purposes for learning. Section 5 addresses mapping the roles of effective citizens, workers, and parents. Section 6 discusses identifying key skills and knowledge of effective role performance. Section 7 reviews the schools. A telephone survey given to a randomly selected group of 45 minority students who have taken a web course is included. Only 28 of the 45 said they would take another web course. (Contains 147 references: 132 web sites, 8 books, and 7 ERIC documents.) (KC)

ED 441 157 CE 080 183

Hudson, Larry R.; Halfhill, Sue; Palmer, Julie; Greer, Linda; Raquet, Charles; Paugh, Robert
Use of the World Wide Web for Completion of Required Courses in Vocational Teacher Certification.
PUB DATE- 97
NOTE- 11p.; Paper published in "Good Thinking, Good Practice: Research Perspectives on Learning and Work" (ISBN-0-86857-791-X) and presented at the Annual International Conference on Post-Compulsory Education and Training (5th, Brisbane, Australia, November 26-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Students; College Programs; Continuing Education; *Distance Education; Educational Attitudes; Educational Practices; Higher Education; *Inservice Teacher Education; Nontraditional Education; Nontraditional Students; *Student Attitudes; Student College Relationship; Student Motivation; Student Personnel Services; *Teaching Methods; *Vocational Education Teachers; *World Wide Web
IDENTIFIERS- Online Courses; *University of Central Florida

Vocational education teachers in the areas of trade and industry, health occupations, and vocational business education can be hired without a bachelor's degree in Florida, provided they have at least 6 years of experience in their occupational field. However, these teachers must become certified by taking a prescribed number of courses within 2 years of their hiring. Since 1996, all undergraduate and graduate courses for this program have been offered by the University of Central Florida solely on the Internet/World Wide Web. Offering courses solely on the Web presents many challenges, such as training, access, time management, e-mail accounts, word processing, and Web skills. Strategies for training students and faculty must be developed and an infrastructure established and maintained. Support systems for adult learners involved in using the Web are also necessary. Initial survey results from students involved in the courses describe proposed levels of participation in Web-based courses, just as students would describe participation in in-person traditional course meetings. (Contains 36 references: 12 books, 14 web sites, and 10 search engines). (KC)

ED 441 158 CE 080 185

Whiteman, Jo Ann M.
Learning Environment for the Next Generation.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; *Distance Education; Educational

of each of the seven principles of dialogic learning, which are as follows: egalitarian dialogue; cultural intelligence; transformation; instrumental dimension; creating meaning; solidarity; and equality of differences. Concluding the introduction is a bibliography that lists 57 references. Each of the book's seven chapters personalizes one of the seven principles by explaining how the process of dialogic learning enabled seven members of a literacy circle, that was held at the LaVerneda-Sant Marti adult education center in Barcelona, Spain, to progress from the point where they never read books at all to the point where they were reading and enjoying the literary works of authors such as Lorca, Kafka, Dostoyevsky, and Joyce. The themes of the personal stories related in Chapters 1-7 are reflected in the chapter titles, which are as follows: "Manuel: A Life Spent Struggling against Cultural Inequalities"; "Lola: From 'Illiterate' to Creator of a Literacy Circle"; "Chelo: Subject of Her Own Transformation"; "Rocio: Overcoming Ageism"; "Juan: Decolonizing Everyday Life"; "Rosalia: Dialogic Research"; and "Antonio: Gypsy Contribution to the Dialogue." (MN)

ED 441 177   CE 080 218

Reilly, P.
HR Shared Services and the Realignment of HR.
PUB DATE- 00
NOTE- 73p.; Study supported by the IES Research Club.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Learning; Change Strategies; Cooperative Planning; Coordination; *Delivery Systems; Foreign Countries; *Human Resources; *Labor Force Development; Models; *Organizational Change; Organizational Development; *Shared Resources and Services; Systems Approach; Technological Advancement
IDENTIFIERS- *United Kingdom

This report examines how adopting the shared services model of human resources (HR) services delivery can help businesses achieve better alignment between their HR service and specific business needs. Chapter 1 provides background information on the research project underlying this report, which included the following data collection activities: site visits to 15 organizations in different sectors that had introduced some form of HR shared service; interviews with four consultants regarding the present and future of HR shared services; and literature reviews. Chapters 2-7 discuss the following aspects of adopting and implementing the HR shared model: (1) reasons for creating an HR shared service (overall picture, cost reasons, quality reasons, organizational reasons, and technological facilitation); (2) the strategic, operational, and support activities involved in HR shared services and how shared HR services were introduced at the organizations studied; (3) issues in the delivery of shared services (centralization, devolution, in-sourcing versus out-sourcing, structuring the service, and service definition and monitoring); (4) the advantages and disadvantages of the HR shared services model; (5) the future of shared services in light of technological innovation and organizational change; and (6) issues in creating successful shared services. The bibliography contains 51 references. (MN)

ED 441 178   CE 080 220

programs; (5) multicultural learning; (6) leadership education; and (7) distance learning. Such collaboration can result in new processes for discussing problems and generating solutions in order to better serve students. (Contains 18 references.) (JDM)

ED 441 197 CG 029 997

Pavela, Gary
The Power of Association: Defining Our Relationship with Students in the 21st Century. A NASPA White Paper.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; Higher Education; Student Development; Student Personnel Workers; *Values Education

In this age of rapid change, colleges and universities must expect their personnel to view relationships with students as a form of voluntary association. This means being dedicated to the intellectual and moral development of students as association members and the good of the larger community. This booklet examines a historical perspective of higher education's relationship with its students. A discussion of voluntary association examines why association is important. Also explained are the following principles of association that colleges should affirm: those who associate in the college community are committed to the pursuit of truth; the pursuit of truth is guided by a process; and the nature of the goal and the process used to pursue it are molded by a permanent duty to honor those who precede and to leave a better world for those who will follow. The following virtues are presented as being required to adhere to higher education's principles: honesty, respect, civility, self-restraint, empathy, compassion, and a sense of responsibility. Virtues can be taught by: clearly stating community values, including academic honesty, civility, and respect for freedom of thought and expression; treating the statement of values as more than stale dogma; asking students ethical questions both in and out of class; role modeling; giving students significant responsibility to manage their own affairs; encouraging the development of empathy; creating environments where personal interaction can flourish; promoting group bonding through service; enforcing reasonable rules; and enforcing rules fairly. (Contains 24 references.) (MKA)

ED 441 198 CG 029 998

Amey, Marilyn J., Ed.; Reesor, Lori M., Ed.
Beginning Your Journey: A Guide for New Professionals in Student Affairs. NASPA Monograph Series.
PUB DATE- 98
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Careers; Ethics; Higher Education; Organizations (Groups); *Student Personnel Workers; Supervision

The purpose of this book is to help new student affairs workers in higher education make an easier transition from graduate

By actively involving the child in hearing, saying, seeing, and writing the letters and sounds, this workbook develops a child's skill in recognizing the consonant sounds as well as the most important short and long vowels through a series of 52 lessons. It is appropriate for parents to use with their second- or third-grade children. By using this learning technique, the workbook quickly focuses the child's attention and reinforces basic skills. This approach also encourages the child to create and to write from the very first lesson. After a preface and advice on getting started, sections of the workbook focus on initial and final consonants, doubled consonants, short vowels, long vowels, beginning consonant clusters, ending consonant clusters, unusual spellings, other vowel sounds, and word endings. (RS)

ED 441 219 CS 013 968

Barry, Sue; Lazarte, Alejandro
A Comparison of First and Second Language Readers' Situation Models as Evidenced in a Recall Task.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; English; High Schools; Inferences; *Reading Comprehension; Reading Research; *Reading Strategies; *Recall (Psychology); Spanish
IDENTIFIERS- Crosslinguistic Influence; Embedded Items; *Mental Representation; Reading Behavior; Text Factors; *Text Processing (Reading)

A study sought to acquire new insights into cross-linguistic processing strategies of native English (NE) readers and native Spanish (NS) readers after they read informational texts organized according to preferred writing styles in Spanish. Previous studies suggest that: NS readers will be more efficient processors of embeddedness than NE readers; NS readers will recall considerably more of the propositional textbase than NE readers; processing strategies at the sentence and paragraph level may differ considerably between groups; and NE readers may sometimes employ a "read and hold" strategy for assembling propositions into their mental representations. Of particular interest are the shapes of the representations created by both groups, particularly their situation models. Participants were 76 native readers of Spanish (NRS) attending high school in Peru and 24 native readers of English (NRS) attending an American high school. Tests were created by the researchers. Nine essays on three different topics were developed; for each topic, researchers created a kernel text. Both groups read texts in Spanish during class times; Spanish readers wrote in Spanish, English readers wrote in English. Proportional recall scores differed significantly between the NRS group and the NRE group. Both groups have similar profiles for the textbase representations of the reading selections, but divergent profiles appear when their inference generation is compared. This dichotomy brings to mind some new hypotheses concerning the shapes of the mental representations for both groups as well as some strategies that may be influencing their processing. Appended are the texts and sample recalls in English and Spanish. (Contains 5 figures and 16 references.

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Achievement Tests; Elementary Education; Grade 4; Grade 8; Public Schools; *Student Evaluation; *Writing Achievement; *Writing (Composition); *Writing Evaluation; Writing Instruction; *Writing Skills
IDENTIFIERS- *Nevada Proficiency Examination Program

This manual contains a description of the procedures to be used when administering the Nevada fourth- and eighth-grade Proficiency Examinations in Writing, along with detailed instructions to be read to students. Test administrators should make sure that students understand these instructions thoroughly before the testing session so that students will have uniformly favorable testing conditions. The manual explains that the purpose of the Nevada Proficiency Examination in Writing at grades four and eight is to provide administrators, teachers, parents, and students information about student proficiency in writing. The manual first provides an overview of the fourth-grade assessment and an overview of the eighth-grade assessment, a score that "demonstrates adequate achievement," the method of scoring, and the developmental 5-point scale. All of this information appears in the manual's introduction, which is then followed by these sections: General Instructions; Testing Procedures and Time Requirements; Fourth Grade Writing Test Instructions; and Eighth Grade Writing Test Instructions. Appendixes contain a district and school number list; answer sheet edit procedures; information on testing students with disabilities and testing English language learners; and analytic-trait scoring guide. (NKA)

ED 441 240 CS 217 099

Carpenter, Lakesha Marshay
Multiethnic Children's Literature: Its Need for a Permanent Place in the Children's Literary Canon.
PUB DATE- 00
NOTE- 40p.; M.A. Thesis, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Childrens Literature; Cultural Awareness; Elementary Education; Literature Reviews; *Multicultural Education; Reading Material Selection
IDENTIFIERS- Literary Canon; *Multicultural Literature

This literature review emphasizes teaching from a multicultural perspective with a focus on integrating multiethnic literature into the core curriculum. Multiethnic literature has been defined as literature dealing with peoples of diverse backgrounds within the United States, including African Americans, Asian Americans, Hispanic Americans, and Native Americans. The review proposes how multiethnic literature can be used in the multicultural classroom to affirm one's cultural identity, teach respect for other cultures, and provide social confidence. Unfortunately, culturally conscious literature about people of diverse backgrounds generally lies outside the literary canon, so this literature review establishes the need for a permanent place for multiethnic literature in the formerly almost exclusively European-based children's literary canon. (Contains 50 references. Appendixes contain a chart of 32 works of multiethnic children's literature and guidelines for using multiethnic literature.) (Author/RS)

ED 441 241 CS 217 100

that the scale had moderate internal consistency. In the second study, three types of validity were assessed. Construct validity was tested by using the above sample. Results of factor analysis suggest that about half of the items need to be revised, at least for this specific sample. A second sample of 184 students who had participated in Study 1 was drawn to assess the criterion-related validity. Concurrent validity and predictive validity failed to be established by correlating SCS with Triandis and Singelis's (1998) subjective individualism collectivism scale, and Kim, Sharkey, and Singelis's (1994) conversational constraints. Possible reasons, limitations, and implications are discussed. Future research should be directed at reexamining the items that have composed SCS. (Contains 4 tables of data and 26 references.) (Author/NKA)

ED 441 260 CS 510 312

Cameron, Steven G.
Technology in the Creative Classroom.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; Art Products; *Computer Assisted Design; *Creativity; *Graphic Arts; Higher Education; *Job Skills; *Technological Literacy
IDENTIFIERS- *Art Principles; Computer Art; Computer Use

Disciplines such as multimedia, 3-D animation, and video depend on a merging of creativity and technology, and students' classroom and job market success in these fields also depends on their ability to synthesize artistic and technological expertise. Today's students are well-versed in computer use, and often this facility causes them to be impatient with more traditional tools and methods. More time needs to be spent on artistic basics: rudimentary drawing techniques, the human form, and design. The introduction of computers into classrooms, often to the exclusion of courses such as music or art, are defrauding students of the opportunities to learn to apply their talents in these fields. In fields where creativity is to be fostered, students must be taught that the ideas and content of their work must precede and supersede the technological implementation of the work. (Contains 15 references.) (EF)

ED 441 261 CS 510 313

Barnett-Theodori, Jacqueline M.
Communicating Diversity: A Study of the Multicultural Climate in a Summer Academic Program.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 27-30, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Cultural Pluralism; *Diversity (Institutional); *Educational Environment; *Ethnicity; Higher Education; Policy Analysis; Summer Programs
IDENTIFIERS- *Identity (Psychological); Student Attitude Inventory

A study examined multiculturalism and diversity through accommodations for minority and international students in LEAP research and involvement from both school and community. The original plan for the program had eight strands: (1) Arts; (2) Music; (3) Foreign Language; (4) Reading/Language Development; (5) Thinking Skills; (6) Health/Emotional Health; (7) Family Involvement, and (8) Community Involvement. Surveys were distributed to principals in 12 elementary schools and to the superintendent. These administrators were asked to rate the implementation of the original goals of the project. Implementation was classified as low, moderate, or high for each strand. Strands classified as low in implementation were Health/Emotional Health and Thinking Skills. Music and Family Involvement were classified as moderate; Foreign Language was moderately high, and the arts and Reading/Language Development were high. Using the list of 1997-1998 goals as the standard, implementation in two strands (Music and the Arts) would be considered high, and implementation in the remaining strands would be considered moderate. All schools reported at least moderate levels of implementation with respect to the 1997-98 goals. An appendix of survey items classified by strand and by type of item is supplied. (Author/DFR)

ED 441 281 EA 030 409

Polleys, Mary Sue
Mastering the Maze through Mentoring: Career Advancement of Female Superintendents.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Mentors; *Promotion (Occupational); Public Schools; *School Administration; *Sex Discrimination; Sex Stereotypes; *Superintendents; *Women Administrators
IDENTIFIERS- Mid South Educational Research Association

A study investigated the career advancement of three female superintendents from a Southern state who had completed surveys. These three female superintendents served as preliminary case-study participants and became the focus of the study concerning career advancement for women. One major finding of the survey was the importance of mentoring in the professional advancement of women. The study found that mentoring must be increasingly available for professional women. This need should be addressed on four fronts: (1) by institutions; (2) by gatekeepers to the superintendency; (3) by women in need of mentors; and (4) by those in positions to mentor. While no support was found for the notion that southern culture might significantly affect the career aspirations and achievements of women, further research into possible regional differences in the way women respond to discrimination might yield insight that could help to dispel damaging stereotypes. In addition, literature findings and the author's own career experience form a backdrop against which to understand female career advancement in public education. The six survey questions and a summary of responses by the three superintendents are supplied. Comments by the author to the questions are also given. (Contains 12 references.) (DFR)

ED 441 282 EA 030 410

the Gifted and Talented.
PUB DATE- 92
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cluster Grouping; *Cooperative Learning; Elementary Education; Geography; *Gifted; *Homogeneous Grouping; Inclusive Schools; Language Arts; *Reading Instruction; Regular and Special Education Relationship; Science Instruction; Social Studies; Spelling; Student Needs; Teaching Methods
IDENTIFIERS- *Curriculum Compacting

This book is designed to assist teachers in meeting the needs of gifted elementary students in general education classrooms. Each chapter presents a particular teaching/management strategy. The strategies in chapters 1-3 are designed to be used with subject areas that lend themselves to pretesting because it is likely that some gifted students will have retained prior learning. Strategies include compacting the curriculum and learning contracts. The strategies in chapters 4-6 are designed to be used with subject areas that appear to represent new learning for students, such as science, social studies, and interdisciplinary and/or thematic units. Chapter 7 covers appropriate reading instruction for gifted students, and chapter 8 discusses how to evaluate their work. Chapter 9 helps teachers to understand the special needs of gifted students in cooperative learning experiences, and chapter 10 describes a method that allows a school to group gifted students together without necessarily grouping students of other ability levels. Chapter 11 discusses miscellaneous issues such as acceleration, how to locate appropriate teaching materials, and how to deal with parents, administrators, and colleagues. An activities appendix presents games, puzzles, and other challenges for gifted students. (Contains 55 references.) (CR)

ED 441 302 EC 307 819

Johnson, Dana T.
Teaching Mathematics to Gifted Students in a Mixed-Ability Classroom. ERIC Digest E594.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academically Gifted; *Discovery Learning; Elementary Secondary Education; *Gifted; Heterogeneous Grouping; Inclusive Schools; *Individualized Instruction; *Mathematics Instruction; Problem Solving; *Teaching Methods
IDENTIFIERS- *Differentiated Curriculum (Gifted); ERIC Digests

This digest discusses the unique needs of mathematically gifted students and reasons why curriculum and instruction should be differentiated for these learners in mixed-ability classrooms. Recommendations for differentiation include: (1) give pre-assessments so that students who already know the material do not have to repeat it but may be provided with appropriate instruction; (2) create assessments that allow for differences;

describing the steps for using the manual in conjunction with the Transition Behavior Scale-Second Edition, and then lists goals and corresponding objectives for 62 behaviors needed for employment and independent living. Fifty or more interventions are then presented for developing each of the behaviors. An appendix includes sample behavioral contracts and reports. Strategies for preventing behavior problems are also listed. (CR)

ED 441 320 EC 307 837

Transition-Related Planning, Instruction, and Service Responsibilities for Secondary Special Educators. Fact Sheet.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Agency Cooperation; *Disabilities; Education Work Relationship; *Family Involvement; Helping Relationship; Individualized Education Programs; Program Design; Secondary Education; Special Education Teachers; *Student Centered Curriculum; Teacher Role; *Transitional Programs

This fact sheet summarizes promising secondary education practices that special educators can employ to help improve the post-school outcomes of students with exceptional learning needs. These practices are organized into the following five categories: student-focused planning, student development, interagency collaboration, family involvement, and program structures and policies. Specific strategies include: (1) identify and document students' post-school goals, learning preferences, and need for accommodations, and use a variety of assessment information as a basis for the Individualized Education Program (IEP); (3) develop educational experiences that correspond with post-school goals and objectives; (4) develop students' abilities to participate meaningfully in the development of the IEP; (5) teach academic skills in the context of real life experiences; (6) teach self-determination skills; (7) interact effectively with community service providers to identify and address students' service and support needs; (8) collaborate with general and vocational educators regarding students' learning needs and instructional programs; (9) provide pre-individual education program planning activities for parents; (10) identify and provide information about transitional services to families; (11) develop outcome-based criteria; and (12) teach students in integrated settings. (CR)

ED 441 321 EC 307 838

Transition Specialist Competencies. Fact Sheet.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; *Disabilities; Ethics; Helping Relationship; *Knowledge Base for Teaching; Minimum Competencies; Secondary Education; Skill Development; *Special

in theory, practice, and research and may be of interest to anyone concerned with the promotion of autonomy in language learning. There are 16 chapters divided into 5 parts. Part 1, "Setting the Agenda: Theory, Practice and Research," has 3 chapters: "Why Focus on Learning Rather than Teaching?" (David Little); "Why Focus on Learning Rather than Teaching? From Theory to Practice" (Leni Dam); and "Focus on Learning Rather than Teaching--With What Results?" (Lienhard Legenhausen). Part 2, "Some Examples of Practice," has 5 chapters: "Involving Learners in Their Own Learning--How to Get Started" (Tinne Seeman and Connie Tavares); "Learners' Favoured Activities in the Autonomous Classroom" (Hanne Thomsen); "Between a Rock and a Hard Place: The Interdependent Classroom" (Russell Whitehead); "Interdependence Can Help Independence" (Marion Geddes); and "Changing Attitudes Towards Treatment of Mistakes" (Leslie Bobb Wolff). Part 3, "Investigating Learners and Learning," has 4 chapters: "Learning Language Processes: Finding the Key to Learning Effectiveness and Learner Autonomy?" (Jane Nolan); "Towards Learner Autonomy in University Classrooms: The Role of Learners' Goals" (Jennifer Ridley); "Do They Mean What They Say? Learners Representations of Needs and Objectives" (Felicity Kjisik and Joan Nordlund); and "Self-Direction in Language Learning: What Does It Mean To Become Aware?" (Maria de los Angeles Clemente) Part 4, "Teachers and Teacher Training," has 3 chapters: "The Importance of Using the Target Language in the Classroom" (Lucie Betakova); "Focus on Interaction and Dialogue" (Jette Lentz) and "Developing Autonomy in Pre-Service Teacher Training Programme: A Case Study." (Jose Luis Vera-Batista). Part 5, "The Curriculum," consists of 1 chapter: "A Workshop to Develop Learner Autonomy" (Maria Candelaria Torres Diaz). Illustrations, tables, charts, and figures appear throughout the chapters. Each chapter contains references. (KFT)

ED 441 342 FL 026 265

Pablo, Josephine Dicsen; Ongteco, Belen C.; Koki, Stan
A Historical Perspective on Title VII Bilingual Education Projects in Hawai'i: Compendium of Promising Practices.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Elementary Secondary Education; English (Second Language); *Federal Programs; Language Minorities; Limited English Speaking; Samoan; *Second Language Instruction; Second Language Learning; Socioeconomic Status; Tagalog; Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- *Hawaii; Hawaiian Creole English; Ilocano; South Korea

This paper reviews the history of Title VII bilingual education in Hawaii for the purpose of sharing promising practices that have emerged. The implementation of these models in Hawaii has resulted in such outcomes as the following: (1) improvement in students' English language skills; (2) improvement in students' academic achievement; (3) enhanced self-concept; (4) enhanced pride in cultural heritage; (5) increased competencies of bilingual and mainstream teachers and school, district, and personal memoir that analyzes the author's mind set; and it is about management and leadership in modern times, about organizing to achieve goals, and about generating sound decisions. The book's 11 chapters are: (1) "Growing Up in South Chicago during the Depression"; (2) "College and Going to War"; (3) "The University of Chicago after the War: Student and Faculty Member"; (4) "Becoming a Part of the Massachusetts Institute of Technology"; (5) "The School of Industrial Management becomes the Sloan School"; (6) "Early Years as President of MIT"; (7) "Grim Years for the Nation and the Universities"; (8) "Education in the Midst of Turmoil: The Close of a Presidency"; (9) "Chairing the MIT Corporation and Other Challenges"; (10) "Boston's Museum of Fine Arts in a New Era"; and (11) "MIT Goes On." A coda, "Note for Students on Leadership," is appended. (Contains a list of sources and registry of names.) (SM)

ED 441 361 HE 032 817

Resek, Robert W.; Merriman, David F.; Hartter, Susan R.; McCarthy, Diane M.; Byrne, Paul F.
Illinois Higher Education: Building the Economy, Shaping Society.
PUB DATE- 00
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; Degrees (Academic); *Economic Impact; Economics; *Educational Finance; Higher Education; Labor Force; Outcomes of Education; Paying for College; Private Colleges; Public Colleges; Public Service; School Community Relationship; State Colleges; Student Costs; Tables (Data); Taxes
IDENTIFIERS- Earning Potential; Illinois State Board of Higher Education; Integrated Postsecondary Education Data System; Social Impact

This report examines some of the costs of higher education and the benefits Illinois citizens receive in return. The study examines both public and private higher education and measures the impact on a state-wide basis. Data come from the Integrated Postsecondary Education Data System and data collected by the Illinois State Board of Higher Education. Data contain direct costs of higher education, including costs to taxpayers and students, and costs paid by donations and endowments. The report highlights seven benefits of higher education: monetary benefits to students, benefits from university spending, benefits from student and visitor spending, additional state and local tax revenue, nonmonetary benefits to students and society, added productivity to society, and public service and outreach programs. Ten appendixes include a list Illinois colleges and universities; lifetime value of additional earnings; enrollment in Illinois colleges and universities, fall 1997; degrees and certificates awarded, academic year 1996-97; expenditures by Illinois colleges and universities; faculty and staff at Illinois colleges and universities, fall 1997; visitor survey; total expenditures by visitors, fiscal year 1999; direct and indirect expenditures and employment generated by student and visitor spending, fiscal year 1996; and calculation of specific nonmonetary benefits. There are illustrative vignettes throughout the report. (Each section of the report contains endnotes.) (SM) standards in place, use low-profile efforts to attract high-ability students, and gradually increase admissions standards. Eight charts and 10 tables are appended. (CH)

ED 441 380 HE 032 857

Diversity and Participation of People of Color in Higher Education. 1999 Report.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; College Students; *Diversity (Student); Employment Patterns; *Enrollment Trends; Higher Education; *Minority Groups; *School Holding Power; *State Legislation; State Standards
IDENTIFIERS- *People of Color; *Washington

This progress report on diversity in higher education in Washington State was undertaken less than a year after voters approved Initiative 200, which prohibits discrimination based on race, sex, color, ethnicity, or national origin. Analysis of data gathered from several sources focused on five areas: student enrollment, transfers, retention, completion, and employment. For each of these areas, the report notes goals to be achieved by 2001, analyzes relevant data, and lists strategies for enhancing diversity. The report found limited progress toward statewide diversity goals from 1995-96 (when current statewide goals were adopted) to 1998-99; most measures of participation had fluctuated from year to year and only some minority groups had met participation benchmarks. It also notes the changing political environment (in particular, passage of Initiative 200) and changes in racial/ethnic reporting categories mandated by Congress. The report recommends that the state Higher Education Coordinating Board (HECB) review statewide goals, that a report on this review be submitted no later than September 2000, and that the HECB continue to monitor participation of people of color in higher education and report on effective practices for increasing participation. Appended are data tables and a copy of the HECB resolution. (CH)

ED 441 381 HE 032 858

Distance Learning Enrollments in Independent Institutions. Feasibility Study.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Data Collection; *Distance Education; *Enrollment Trends; Feasibility Studies; Higher Education; *Nontraditional Education; Open Education; *Private Colleges; Surveys; *Telecommunications
IDENTIFIERS- *Washington

This study investigated the feasibility of collecting enrollment data on distance learning programs sponsored by private institutions within and outside of Washington State. E-commerce developments have allowed in-state independent providers and out-of-state public institutions to serve residents of Washington State, and many nontraditional entities are collaborating to take advantage of this market opportunity.

IDENTIFIERS- Access to Computers; Technology Integration;
*Technology Role

Where other educational technologies like television, the VCR and the stand-alone computer have failed to have much of an impact in public schools, local school networks and the Internet have been succeeding. As of 1997, 89% of America's high schools were connected to a computer network. This paper presents a view of network technology from the perspective of teachers at TechCity High School. Despite massive technical difficulties, little training, and minimal recognition, these teachers are finding new ways to use computer networks in labs and in their classrooms. The teachers are finding that computer networks, compared to older technologies, are versatile and easy to use. Results of this multifaceted, ethnographic study document the impact that school computer networks and Internet access are having on teachers' professional environments and on their teaching methods. Questions for the technology plan blueprint is appended. (Contains 13 references.) (Author/AEF)

ED 441 400 IR 020 302

Norton, Melanie J.
Introductory Concepts in Information Science. ASIS Monograph Series.
PUB DATE- 00
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bibliometrics; Computer Mediated Communication; Information Policy; Information Retrieval; *Information Science; *Information Technology; Information Utilization; Research and Development
IDENTIFIERS- American Society for Information Science

This book is an introduction to the practical and theoretical concepts of information science. The author draws on recent research into the field of information science, as well as from scholarly and trade publications, and includes articles by Harold Borko, Klause Otten, and Anthony DeBons to emphasize the long-standing dissension in the field. In addition to a brief history of information science, key topics covered include: communications and cognition, information retrieval, bibliometrics, modeling, economics, information policies, and the impact of information technology on modern management. (Includes an index.) (AEF)

ED 441 401 IR 020 433

Commission on Child Online Protection (COPA) Report to Congress and Personal Statements of COPA Commissioners.
PUB DATE- 00
NOTE- 94p.; For appendices to report, see IR 020 434. For full text of personal statements: http://www.copacommission.org.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Child Safety; *Children; Federal Legislation; Federal Regulation; Freedom of Speech; *Information Policy; Information Technology; *Internet; Policy Formation; Pornography; Privacy
IDENTIFIERS- Acceptable Use Policy; Commission on Online Child Protection; Filters; First Amendment

In October, 1998, Congress enacted the Child Online Protection Act and established the Commission on Online Child Protection

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authority Control (Information); English; Feasibility Studies; Foreign Countries; French; German; *Indexing; *Library Cooperation; *National Libraries; Pilot Projects; *Subject Index Terms; *Translation
IDENTIFIERS- France; Germany; Great Britain; *Multilingual Information Systems; Prototypes; Switzerland

The tasks of creation, management, and maintenance of multilingual subject authority files require significant resources, and are therefore best carried out in cooperation. Four national libraries in Europe (the Swiss National Library, la Bibliotheque de France, Die Deutsche Bibliothek, and the British Library) have worked together on a feasibility study which looked into linking existing subject authority files in three different subject heading languages (SHLs) to offer multilingual subject access to their files. The aim of the study was to establish equivalents (or best matches) among headings in French, German, and English in comparing both headings from selected subject areas and the indexing of publications. Its four key elements were: (1) to establish a methodology for the selection and linking of headings; (2) to link headings and analyze the results in the selected subject areas of sports and theater; (3) to see the practical applications of these linked headings by indexing 40 titles from the field of theater using each language being studied and comparing the results; and (4) to compare the indexing of titles in other subject fields outside the linking study itself for which indexing was available in each of the SHLs. This paper describes the work carried out so far and explains plans for the future. (Contains 11 endnotes.) (MES)

ED 441 423 IR 057 694

Coing, Marga
Effective Communication: An Essential Tool To Cope with the Challenge of Technological Change.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Foreign Countries; *Library Administration; *Library Automation; *Management Systems; *Organizational Communication
IDENTIFIERS- Germany; *Technological Change

For a library to function effectively, it is essential that it fosters an open management style, which encourages communication of ideas and objectives both within the library itself and, by example, in other elements in the overall administration of which the library is a part. This paper describes the improvement in morale, efficiency, and flexibility in the Bundestag (Germany) library from such an approach, with specific reference to the experiences of commissioning and installing an automated library system within a very short period. The paper covers the following topics: (1) overview of the Bundestag library; (2) introduction of new communication structures in the library, including section heads and chief librarian, special coordinators, and working groups; (3) communication with structures external to the

Collections, with Special Reference to the Asia-Pacific Region.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Archives; Asian Studies; Foreign Countries; *Library Collection Development; *Library Collections; Manuscripts; *National Libraries
IDENTIFIERS- Asia Pacific Region; Australia; Historical Background; *National Library of Australia; *Rare Books

The National Library of Australia has a small but interesting collection of rare books and manuscripts. These collections are the legacy of a remarkable period of growth in the library's history. Strengths are greatest in British and European materials, particularly from the 18th century. The present collecting activities of the library are concentrated on Australian and Asian materials. While very early imprints are now less likely to be collected, the library has a number of collections of scarce and unusual works relating to Asia and the Pacific. This paper provides background on the development of the rare books and manuscripts collection and then describes collections pertaining to the Asia-Pacific area. (Author/MES)

ED 441 445 IR 057 716

Hepworth, Mark
A Study of Undergraduate Information Literacy and Skills: The Inclusion of Information Literacy and Skills in the Undergraduate Curriculum.
PUB DATE- 99
NOTE- 14p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Curriculum Development; Foreign Countries; Higher Education; *Information Literacy; *Information Skills; Library Schools; Qualitative Research; *Undergraduate Study; User Needs (Information)
IDENTIFIERS- Nanyang Technological University (Singapore)

This paper concerns the inclusion of information literacy and skills training in the undergraduate curriculum. Students were studied to determine their strengths and weaknesses in terms of their information literacy and skills. The methods used to study the students included a number of qualitative techniques applied while students conducted a research project. In general, it was found that students had limited skills in the area of information literacy. Major areas of difficulty include defining the problem, defining where to go for information, developing search strategies, finding material in the library, and developing insights and extrapolating. Based on these findings, recommendations were proposed to help develop information literacy and skills and incorporate their delivery in the university curriculum. The paper argues that incorporation in the curriculum is a necessity for their successful delivery. This is in contrast to treating these areas as a separate subject. In addition, the implications of

This paper discusses personnel management issues that arose when the East Berlin (Germany) Municipal Library and the West Berlin America Memorial Library united in 1995 to form the Central and State Library. The first section provides historical background on the two libraries and their merger. The second section summarizes the East-West conflict as generally present in Berlin and the defining aspects of this conflict among staff at the unified Central and State Library including: euphoria; disillusionment and mistrust; the beginning of the third phase of mutual recrimination; the first phase of understanding, where misapprehensions are recognized; and the second phase of understanding, in which the respective ethical systems are understood, learned, and respected. The third section describes the following measures related to unification that have been introduced in order to mitigate the East-West conflict: (1) external leadership; (2) complete neutrality; (3) common long-term goal; (4) short-term improvements in service with mixed staffing; (5) reaching understanding of different points of view by working together; (6) different clientele required different behavior; (7) clear decisions, anticipation of difficulties resulting from compromises; (8) improving the information culture; (9) conscious fostering of changes in behavior to each other; (10) changing the nature of discussions; (11) delegating responsibility to the shop floor; and (12) unanimity is neither achievable nor necessary, acceptability will do. (MES)

ED 441 468   IR 057 739

Madsen, Mona
ICNBS 1998: New Recommendations for the National Bibliography.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographies; Cataloging; Conferences; *Guidelines; National Libraries; National Programs; National Standards
IDENTIFIERS- International Standards; Legal Deposit; *National Bibliographies

The outcome of the International Conference on National Bibliographic Services (ICNBS) held in November 1998 was a set of revised recommendations for the national bibliography, its basis, scope, and production. After a brief introduction to the concept of national bibliography and former recommendations for national bibliographic services, this paper presents the major changes introduced by the new recommendations. Changes compared with the 1977 recommendations are summarized in the following areas: legal deposit; coverage of the national bibliography; presentation and timeliness of the national bibliography; international standards used; and future activities. (Author/MES)

ED 441 469   IR 057 740

McGlamery, Patrick
The Impermanence of Maps in the Information Age.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference

the adoption of MARC format. The next section describes the following organizations that play important roles in compiling electronic resources in Thailand: the Thai National Documentation Center; the Thailand Information Center; and the Technical Information Access Center. The fourth section summarizes trends. A list of recommended library and government bibliographic World Wide Web sites in Thailand is appended. (MES)

ED 441 491 IR 057 762

Ramachandran, R.
The "National" Role of the National Library Board of Singapore.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Governing Boards; *Legal Responsibility; Legislation; *Library Administration; *Library Development; Library Services; *National Libraries; National Programs; *Public Libraries; Role; School Libraries; Training
IDENTIFIERS- Singapore

This paper discusses the legal basis for the National Library Board's national role for library development in Singapore. It examines the new National Library Board (NLB) Act 1995 and the direct and expanded responsibility it has given the NLB for the national and public library functions in Singapore. The paper also examines the various mechanisms the act provides for NLB to more concretely influence library development in the country as a whole. Highlights include: publicly-funded libraries; national projects; the endowment fund; manpower and training; working in consultation; and school libraries and other major library systems. (MES)

ED 441 492 IR 057 763

Renes, Wim M.
Flexibility, Is That All?
PUB DATE- 99
NOTE- 11p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Building Design; *Design Preferences; *Design Requirements; Foreign Countries; Information Technology; Libraries; *Library Facilities; *Library Planning; Library Services; Public Libraries
IDENTIFIERS- Intelligent Buildings; Netherlands

This paper discusses the design of flexible and intelligent library buildings. The first section addresses how flexibility, as one of the requirements of a library building, that has high priority in the planning process. Intelligent libraries are considered in the second section, and functionality is procedure and policy manual; (4) confidentiality; (5) staff and volunteer training; (6) sources of materials and networking; and (7) public relations. The importance of credibility and confidentiality is emphasized. (MES)

ED 441 513 IR 057 784

Wilson, Myoung C.
Evolution of Social Science Information Sources in Asia: The South Korean Case.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Cataloging; Depository Libraries; Economic Factors; Foreign Countries; *Government Publications; Government Role; Information Dissemination; *Information Sources; Library Role; National Libraries; *Social Science Research; *Social Sciences
IDENTIFIERS- Historical Background; Legal Deposit; South Korea

This paper examines the increasing output of South Korean government publications in social science titles. It attributes the cause primarily to modernization and democratization combined with economic development and growth in associated social life indicators. Government sponsorship of education and research also plays a critical role. The following topics are addressed: (1) historical antecedents, including government sponsorship of research and promotion of literacy dating back to the 15th century; (2) quantity and quality of government issued social science information sources, including recent increases in output, expansion of census data, and the shift to electronic formats; (3) types of publications, including yearly statistical reports, yearbooks and annual reports, and white papers; (4) bibliographic control and access tools, including digital library projects, the Catalog of Government publications issued by the Government Publishing Office, and the Korean National Bibliography issued by the National Library; and (5) distribution and dissemination, including the legal depository system. (MES)

ED 441 514 IR 057 785

Witt, Maria
Section on Cataloguing: Report of the Activities, 1998/1999.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographic Records; International Organizations; *International Programs; *Library Associations
IDENTIFIERS- *International Federation of Library Associations

This paper reports on the activities of the International Federation of Library Associations and Institutions (IFLA) Section on Cataloguing for 1998-99. The first part of the

(New Jersey) General Guidelines for Dual Admissions Programs. (VWC)

ED 441 534 JC 000 374

Seabrook, John H., Ed.
Community College Humanities Review, 1995.
PUB DATE- 95
NOTE- 92p.; Published annually. For the 1994 issue, see ED 384 394.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; *Educational Strategies; *Humanities; Interdisciplinary Approach; *Literature Reviews; Science and Society; Two Year Colleges

This annual volume of the Community College Humanities Review (CCHR) presents a wide range of articles dealing with humanities--from Lloyd Kaplan's attempts to set the record straight (by presenting a more accurate appraisal and a truer perspective of Dave Brubeck's outstanding contribution to the course of jazz) to Walter Krieglstein's exploration of recent discoveries in basic science (by attempting to evaluate their potential as a stimulus for cross-fertilization between the sciences and the humanities). Contained are the following articles: (1) "Comments at the National Conference of the Community College Humanities Association: Washington, D.C., November 9, 1995" (Sheldon Hackney); (2) "Conform, Go Crazy or Take a Nap: Nourishing the Prophetic Vision" (Mary Rose Reilley); (3) "The Legacy of Dave Brubeck" (Lloyd Kaplan); (4) "Interdisciplinary Study: Towards the Millennium" (Maryanne M. Garbowsky); (5) "The Silencing Canon: Native American Texts and Literature Study" (Mary Roseberry); (6) "Life in the Iron Mills: Differing Responses to Moral Responsibility within the Community" (Mary Ellen Byrne); (7) "Can Chaos Theory Close the Gap between the Sciences and the Humanities?" (Walter Krieglstein); and (8) "'There Are No Serbs': The Language of Genocide" (Mark Grimes). (VWC)

ED 441 535 JC 000 375

Seabrook, John H., Ed.
Latin American Literatures and Cultures: Self and Society. Papers from the National Endowment for the Humanities Summer Institute (La Jolla, California, August 1996).
PUB DATE- 96
NOTE- 176p.; Special issue of an annual publication. Cover title varies from title page.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Community Colleges; *Humanities; Latin American Culture; *Latin American Literature; *Literature Reviews; Two Year Colleges

This special issue contains the following articles: (1) "Critiquing the Center: Rigoberta Menchu and Enrique Dussel" (Joseph R. Hoff); (2) "Caroline Maria De Jesus: A Testimonial Voice in the Wilderness" (Eva Bueno); (3) "Latin American Women's Voices: La Malinche to Rigoberta Menchu" (Ana Maria Romo de Mease); (4) "China in Borges' 'The Garden of Forking Paths'" (Bettye S. Walsh); (5) "Julio Cortazar: Political Action and His Last Fiction" (Isolina Battistozzi); (6) "The Violence of Memory: Excavating Truth, Unearthing Identity in

Pretend play is often undervalued and ignored. This videotape and accompanying booklet highlight how the dramatic scenarios, microworlds, storytelling, and block building of pretend play provide young children the opportunity to develop skills for a lifetime of intellectual, social, emotional, and creative development. The booklet describes the importance of various types of pretend play for young children, focusing on pretend play and its potential impact on other areas of development. The booklet also describes sources for children's pretend play ideas, and presents suggestions for arranging children's play environment. It includes a 30-minute videotape which presents sequences of children's pretend play in early childhood settings, accompanied by the comments of child development experts. (KB)

ED 441 555 PS 028 348

Cultivating Roots: Home/School Partnerships. Videotape .
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Childhood Needs; Cooperation; *Early Childhood Education; Educational Practices; Family Involvement; *Family School Relationship; Home Visits; *Parent Participation; *Parent School Relationship; *Parents; *Partnerships in Education; Program Descriptions; Teamwork; Videotape Recordings

Noting the need for early childhood programs to work as a team with parents and community members to benefit the children and families they serve, this videotape examines ways to foster partnerships between families and schools. The first part of the 22-minute video features conversations with educators and administrators of early childhood programs as they describe the benefits of parent-school partnerships to parents, children, and their teachers. The remainder of the video illustrates how two programs implemented successful home-school partnerships. The first program entailed family involvement in the early childhood program at many levels, including parent education and using a parent lending library; the video notes the importance of teamwork and that goals for family involvement need to be known by all members of the team. The second program involved the use of a project for kindergarten and first graders in an urban neighborhood school in which students visited each other's homes during the day and wrote about their experiences. The video highlights benefits of this project, including enhanced student language/writing skills, an improved sense of community within the classroom, and strengthened communication between home and school. (KB)

ED 441 556 PS 028 443

Linking Our Voices. Videotape and Facilitator's Manual and Participants' Hand Outs.
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Child Advocacy; Family School Relationship; Leaders

benefits packages, training and capacity development, and infrastructure support); (3) on collaboration (improved information exchange and dissemination of partnership models both within and outside the Head Start network); (4) to communities (maintaining Head Start as a direct federal-to-local program and mounting a major national marketing campaign to increase public awareness about the program); and (5) on full funding (moving to full-day, full-year programming and serving all eligible children). (Contains 21 references.) (EV)

ED 441 574   PS 028 563

County Profiles of Child and Family Well-Being: 1997 Statewide Summaries.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Seattle Foundation, WA.; Boeing Co., Seattle, WA.
PUB DATE- 97
NOTE- 166p.; For 1996 Summaries, see ED 418 773. Special projects funded by the United Way of King County, Washington, the Washington State Department of Social and Health Services (DSHS), Division of Alcohol and Substance Abuse, Office of Child Care Policy, and the Department of Community, Trade, and Economic Development. The Richard A. "Ricky" Rudine Memorial Fund provided the printer for production of these reports.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Childhood Education; Early Parenthood; Economic Status; Infants; Junior High Schools; Mathematics Achievement; Prenatal Care; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Unemployment; *Well Being
IDENTIFIERS- Arrests; *Indicators; *Washington

These 41 Washington Kids Count summaries, one for each of the state's counties and major metropolitan areas, examine trends in the well-being of Washington's children. The summaries each begin with a look at the discrepancies in children's well-being within the state, by area. The statistical portrait is based on three general areas of children's well-being: education, health and safety, and economic well-being. Nine key indicators of child well-being are detailed: (1) eighth-grade math scores; (2) lack of prenatal care; (3) teen pregnancy; (4) child abuse and neglect; (5) juvenile arrests; (6) child poverty and inadequate income; (7) unemployment; (8) child care burden; and (9) average annual wages. Comparison data are presented and trends are analyzed. Also presented are specific county profile data in comparison to other counties. The summaries conclude with information on trends in child abuse by age and gender of the child, and domestic violence in each county and statewide. (KB)

ED 441 575   PS 028 564

County Profiles of Child and Family Well-Being: 1999 Statewide Summaries.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Washington State Dept. of Social and Health Services, Seattle. Div. of Alcohol and Substance Abuse.; Boeing Co., Seattle, WA.
PUB DATE- 99
NOTE- 171p.; There were no summaries for 1998. For 1997 Summaries, see PS 028 563. Special Projects funded by the

Level; *Labor Force Development; Leadership Training; Literacy
Educat Asia; Europe; Learning Organizations; United States
IDENTIFIERS- Asia; Europe; Learning Organizations; United States

This two-volume document contains the proceedings of the 2000 conference of the Academy of Human Resource Development (AHRD). Volume 1 contains the following materials: conference overview; text of a town forum on social responsibility and human resource development (HRD); papers from symposia 1-24; and papers from innovative sessions 1-4. The topics of the symposia and innovative sessions covered in Volume 1 are as follows: using technology for learning; linking HRD theory and practice; motivation for learning and performance; images of HRD; workplace issues; new perspectives in evaluation; meeting the informal learning challenges of free-agent learners; identity, influence, and politics; charting the future of HRD; assessing university programs; assessing the learning organization; organizational change; leadership development; training companies on HRD industry changes; knowledge and intellectual capital; workforce diversity; management development; improving HRD practice through research; transformative learning; instructional technology; Internet courses in HRD programs; increasing participation in learning; emotion and behavior in the workplace; action learning; increasing job satisfaction; designing effective HRD programs; organizational culture and climate; and confronting professional values and ethical issues. Volume 2 contains the following materials: materials from the poster sessions; papers from symposia 25-45; and papers from innovative sessions 5-7. The topics of the symposia and innovative sessions covered in Volume 2 are as follows: developing employee competence; self-directed and incidental learning; ethics and integrity; feedback systems; cross-cultural issues in HRD; organizational structure and strategy; HRD and metaphor; evaluation in HRD; core directions in HRD; work motivation; career development; HRD in Asia; knowledge management; workforce development; advances in distance learning; integrating learning with working; research methods in HRD; inquiring into dilemmas of implementing action learning; organizations in transition; HRD and employee outcomes; change and consultants; individual learning issues; theory building research in HRD; and emotional intelligence and sales success. A CD-ROM containing the proceedings and an AHRD membership directory is also included. (MN)

ED 441 085   CE 080 096

Hatcher, Timothy G.; Brooks, Ann K.
Social Responsibility of Human Resource Development: How Our Definitions and Worldviews Impact Our Leadership Role. Town Forum. Concurrent Town Forum Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 12p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Definitions; Economics; *Educational Philosophy; Ethics; Higher Education; *Labor Force Development; *Leadership; Literature Reviews; Position Papers; *Professional Development; Psychology; *Social Responsibility; Teacher Attitudes; Teacher Behavior; *Trainers; Training Objectives; World Views

global automotive industry organization. Its findings suggest the importance of a systemic learning orientation and show non-standard differences by rater type. "Comparing Managerial Careers, Management Development and Management Education in the United Kingdom with the United States: Some Theoretical and Practical Implications" (Graeme Martin, Mark Butler) addresses three lines of questioning: the new rhetoric of careers in the new economy, evidence on changing organizational forms and implications for careers and management development and education, and the future of management education and role of business schools. "The Impact of Facilitative Leadership: Multi-Rater Measurement of Behavioral Outcomes" (Valerie L. Weisman) reveals these study outcomes: perceived facilitative behaviors are critical in best practices of leaders; performance outcomes of leaders and members are linked; multi-rater feedback measures are important; and the facilitative managerial-leadership model is very effective in harnessing resources and human capital to meet business challenge. The papers contain reference sections. (YLB)

ED 441 103   CE 080 114

Improving HRD Practice through Research. Symposium 16.
  Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 27p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Credibility; Developing Nations; *Educational Change; Educational Research; Foreign Countries; Human Resources; Job Training; *Labor Force Development; *Labor Needs; *Management Development; Theory Practice Relationship; Vocational Education; *Work Experience Programs
IDENTIFIERS- Baltic States; Europe (East Central); Slovenia; United Kingdom

Three presentations are provided from Symposium 16, Improving Human Resource Development (HRD) Practice through Research, of the Academy of HRD 2000 Conference Proceedings. "Why HRD Practitioners Can Lack Respect: Sizing the Credibility Gap between What Top Managers Want and HRD Professionals Deliver" (Robert L. Dilworth, Timothy McClernon) reports a study in which HRD scholars and practitioners looked at issues and available research to arrive at 10 reasons why HRD practitioners can be seen as outside the mainstream of business and lack credibility. "Issues in Human Resource Development in Central and Eastern Europe" (Geoff Chivers) describes a study of problems, causes, and solutions. A large scale empirical study in the Baltic States and Slovenia is combined with data from less formal visits to organizations in Central and Eastern Europe and the literature to generate conclusions and recommendations for improvements. "Human Resource Professional Support for Work-Based Management Development" (Jean Woodall) reports the following findings of a project investigating senior HR professionals' awareness and encouragement of work-based management development: they were very enthusiastic about this activity, but were not well-informed about the forms it could take; were uncertain about the acceptability of using developmental challenges; and did not have conscious strategies for support, guidance, and facilitation through work-based activities. The papers contain references. (YLB)

ED 441 121 CE 080 132

Evaluation in HRD. Symposium 31. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 35p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Business Administration; Competency Based Education; Educational Needs; *Evaluation Methods; Human Resources; *Labor Force Development; Learning Strategies; *Organizational Development; Postsecondary Education; *Program Evaluation; *Staff Development; Transfer of Training
IDENTIFIERS- Arkansas

This packet contains four papers from a symposium on evaluation in human resource development (HRD). The first paper, "Context and Causation in the Evaluation of Training: Relating Economic and Learning Transfer Theory" (Kevin Hannigan, Paul Donovan, Elwood F. Holton III, Reid A. Bates, Sharon S. Naquin), links the following three disparate literatures addressing the effectiveness of HRD: economics, evaluation, and learning transfer. The second paper, "Does HRD Effectiveness Vary for Organization and HRD Related Factors?" (A. A. M. Ida Wognum), examines whether certain contextual conditions influence the effectiveness of HRD programs and activities. No differences in perceived effectiveness were observed for the factors such as size and structure of company, economic sector, structure of the HRD function, and transfer conditions. Significant differences were found for company HRD climate, position of the HRD department and form of the HRD program. The third paper, "Profile of Management Training Evaluation Studies with Control Group: 1983-1997" (Jiping Zhang, Martin Burlingame) reports on a study that quantitatively reviewed major program and design characteristics of 29 empirical management training evaluation studies. The results showed that progress has been made by training researchers in evaluating training outcomes of trainees' job performance and organization results and in conducting rigorous cause-effect research in the work setting. The final paper, "An Evaluation of a Competency Based Training Program" (Dale E. Thompson), evaluates the Performance Based Teacher Education (PBTE) program in Arkansas. The competency categories ranked highest by the instructors were the following: serving learners with special needs, instructional planning, instructional evaluation, and teaching adults. The papers contain reference sections. (KC)

ED 441 122 CE 080 133

Core Directions in HRD. Symposium 32. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 29p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; Adult Education;

following two main areas in which EFF has important implications: (1) contributions to the integration of theory and practice; and (2) commitment to a participatory process for system reform. Four appendices are included: (1) Planning Projects, 1995-96; (2) Structured Feedback Process, 1996-97; (3) Documentary Sources for Skills and Knowledge Database, 1997; and (4) EFF Generative Skills Descriptions (revised, May 1999). (Contains 38 references). (YLB)

ED 441 140 CE 080 151

Royce, Sherry, Ed.
The Impact of Adult Education. Success Stories 2000.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Adult Education; Adult Literacy; *Adult Programs; Adult Students; *Basic Skills; Biographies; College Programs; Disabilities; Disadvantaged; Dropouts; Education Work Relationship; Educational Needs; Employment Patterns; High School Equivalency Programs; Immigrants; Lifelong Learning; *Literacy Education; *Outcomes of Education; Skill Development; Special Needs Students; *State Programs; Student Educational Objectives; Success; Technical Institutes; Two Year Colleges; Veterans; Womens Education
IDENTIFIERS- General Educational Development Tests; *Pennsylvania

This booklet contains profiles of nine outstanding adult learners from eight Pennsylvania counties who have been recognized for their educational achievements and for acknowledging the power of education in their lives and overcoming great personal difficulties to improve and enhance the quality of their lives and those of their families and communities. The following individuals are among those profiled: (1) a 45-year-old veteran who overcame homelessness and joblessness after completing a literacy program and thereafter found employment and earned several raises; (2) a mother of 12 children who earned a General Educational Development (GED) certificate and plans to attend a community college; (3) a Thai immigrant who is now working toward a GED certificate; (4) a woman who, after being paralyzed from the neck down in a diving accident, completed her high school diploma and works as a volunteer tutor and advocate for residents of a local nursing home; and (5) a woman who, after earning a GED certificate, went on to graduate from a technical institute and ultimately earned a four-year engineering degree. Each student profile is accompanied by a brief profile of the adult education program completed by the student. (MN)

ED 441 141 CE 080 154

Minister's Forum on Learning: Learning for Life. What We Heard (Edmonton, Alberta, Canada, November 19-20, 1999).
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Community Action; Developed

Environment; *Educational Needs; Educational Trends; Futures (of Society); Higher Education; *Lifelong Learning; On the Job Training; *Teaching Methods; *Trainers; *World Wide Web
IDENTIFIERS- *Online Courses

Adults who desire to increase their education need to find courses and programs that meet their needs, time schedules, and financial means. Increasingly, courses for adults will be conducted on the World Wide Web. Many colleges are conducting courses on the Web, and many adults are discovering that, after trying such a course, they actually like learning on the Web because it is convenient and much more personalized and interactive than expected. Many Web sites are available that provide information about Web-based courses at various colleges and universities as well as through private training organizations. Web-based courses are especially necessary for trainers, who not only need to learn the content but also need to learn how to use the Internet to learn and teach. Learning is becoming much less teacher-centered and much more learner-centered. The Internet creates another choice for the lifelong learner as to where and when to learn. (Contains 23 Web references.) (KC)

ED 441 159 CE 080 187

Nielsen, Soren P.
Reshaping the Focus of Vocational Teacher and Trainer Training. A Cross Country Review of Needs, Achievements and Obstacles in Central and Eastern Europe. Report.
PUB DATE- 99
NOTE- 89p.; With contributions from Susanne Gottlieb and Dorte Sorensen.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Cross Cultural Training; Developed Nations; Developing Nations; Educational Change; *Educational Improvement; *Educational Needs; Educational Trends; Foreign Countries; National Surveys; Postsecondary Education; *Teacher Education; *Trainers; *Vocational Education Teachers
IDENTIFIERS- Albania; Bulgaria; Czech Republic; Estonia; *Europe (Central); *Europe (East); Hungary; Latvia; Lithuania; Macedonia; Poland; Romania; Slovakia; Slovenia

This document reports the results of a comparative analysis of the current situation and future needs of teacher and trainer training in the countries of Central and Eastern Europe. Following an introductory section explaining the methodology of the study, the second section focuses on features common to teacher and trainer training in all Central and Eastern European countries and provides examples of these features in various countries. The third section examines the needs and obstacles in vocational teacher and trainer training in Central and Eastern European countries, such as the quest for quality and relevance, decentralization of control of the vocational education and training system, the change from teaching to learning, teacher teams, theory and practice, and the stress of coping with the requirements of lifelong learning. The fourth section provides recommendations for the renewal of teacher and trainer training in these countries. Finally, an appendix, which makes up more than half the document, provides reviews of the vocational education and training system in the following 12 countries: (1) Albania, (2) Bulgaria, (3) the Czech Republic, (4) Estonia, (5) Hungary, (6) Latvia, (7) Lithuania, (8) Macedonia, (9) Poland, (10) Romania, (11) the Slovak

Harmon, Robert, Ed.
Competing in an International Era: Preparing the Workforce for the Global Economy. In Depth.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Developed Nations; *Developing Nations; *Economic Development; *Educational Needs; Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Productivity

During the past decade, countries in Asia, Latin America, and Central Europe have been experiencing a number of converging factors that drive economic growth, propelling them toward greater economic competitiveness with the economies of the United States (U.S.), Japan, and Western Europe. A major driving force behind this global economic growth is improved access to education. A better-educated population creates a workforce that is more knowledgeable, skilled, and efficient and that understands and can use technology to increase productivity. Emerging-market economies are gaining ground on the United States far faster than most people are aware; a much more competitive global economy is emerging. Of paramount importance to future U.S. economic growth is the rejuvenation of the U.S. education system, which will ensure a world-class workforce that is able to perform effectively in an increasingly competitive world, along with the development of short-program credentials to get workers the necessary skills training faster. A number of elements have been identified as key to boosting U.S. student achievement, including: rigorous standards; student assessments; accountability; rewards; investment in schools; and better training in science and mathematics for all students. The key to continuing prosperity in the United States is the intellectual capacity of students and workers, and the U.S. must accelerate the pace of change in schools and other learning forums to enable the U.S. economy and U.S. companies to thrive in the future. (KC)

ED 441 179 CE 080 221

Wonacott, Michael E.
Benefits of Vocational Education. Myths and Realities No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Education; *Education Work Relationship; *Educational Attainment; *Educational Attitudes; *Educational Benefits; Educational Needs; *Educational Objectives; Employment Qualifications; Labor Market; Postsecondary Education; Salary Wage Differentials; Secondary Education; Student Characteristics; Transfer of Training; Trend Analysis; *Vocational Education

Perhaps the most enduring belief about vocational education (VE) is that it is only for the noncollege bound, potential dropouts, or other special needs students. In reality, 80% of high school students take at least one occupationally specific vocational course, and one in eight academic students actually student to full-time professional. It also hopes to increase the retention of professionals who enter the field. This book provides an examination of key issues facing new professionals and suggests ways of thinking about the challenges and opportunities that are offered by careers in student affairs. It includes the following chapters: (1) "Unwritten Rules: Organizational and Political Realities of the Job" (Marilyn J. Amey); (2) "Toward an Ethic for the Profession" (Thomas E. McWhertor and David S. Guthrie); (3) "Supervisor as Architect, Catalyst, Advocate, and Interpreter" (Ronald S. Schneider); (4) "Making Professional Connections" (Lori M. Reesor); (5) "Reconciling the Professional and the Personal for the New Student Affairs Professional" (J. Douglas Toma, Catherine Clark, and Bruce Jacobs); (6) "Pathways to Success in Student Affairs" (Florence A. Hamrick and Brian O. Hemphill); and (7) "Voices of Experience" (Stuart Tennant and Daniel Brungardt). Appendix A, "Professional Organizations in Student Affairs and Higher Education," and Appendix B, "NASPA Monograph Contributors," are also included. Most chapters contain references. (MKA)

ED 441 199 CG 029 999

NASPA Student Affairs Administration in Higher Education Annual Report, 1998.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Higher Education; *Organizations (Groups); *Student Personnel Workers
IDENTIFIERS- *National Assn of Student Personnel Administrators

This annual report covers 1997-1998, which was a year of great commitment by the NASPA Board of Directors, membership, corporate partners, and staff. All of these groups made significant contributions to the association's success, measured by how well the mission was fulfilled through addressing established goals and objectives. This year NASPA exceeded expectations. This has continued to move the association toward realizing its vision as the leading association for student affairs administration, policy, and practice. The annual report outlines the past year's accomplishments, including: national workshops; publications; the NAPSA Web site and Net Results; continuing improvements in technology infrastructure; health education and leadership programs; the minority undergraduate fellows program; international exchange; inter-association activities; research support; legislative affairs; membership; and finances. In addition, this report presents highlights from the seven NASPA regions. Financial information is also included. (MKA)

ED 441 200 CG 030 000

NASPA Student Affairs Administrators Higher Education Annual Report, FY 1999.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Higher Education; *Organizations

(NKA)

ED 441 220 CS 013 969

Terrasi, Salvatore
Phonemic Awareness Skills in Kindergarten Students from English and Non-English Speaking Homes.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Family Environment; *Instructional Effectiveness; Kindergarten; *Kindergarten Children; *Native Speakers; *Non English Speaking; Primary Education; *Reading Improvement; *Reading Skills; Urban Education
IDENTIFIERS- *Phonemic Awareness

A study focused on a comparison of phonemic awareness skills between kindergarten students from English-speaking and non-English-speaking homes. The subjects, 267 kindergarten students in a major urban school system south of Boston, Massachusetts, participated in a phonemic awareness development program over a four-month period. The participants were classified into two categories according to the primary language spoken in the home: English (EHL) and non-English (NEHL). Posttest results indicated phonemic skill gains for both groups. Although the NEHL group had lower scores than the EHL group on both the prettest and the posttest, effect size measures (standardized differences and eta-squared) supported a larger program effect for the NEHL group. Implications for urban educators are discussed. (Contains 17 references and 5 tables of data.) (Author/RS)

ED 441 221 CS 013 970

Bean, Rita M.; Knaub, Rebecca; Swan, Allison
Reading Specialists in Leadership Roles.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; Educational Research; Elementary Education; Interviews; *Leadership Qualities; National Surveys; *Principals; Questionnaires; *Reading Teachers; *Specialists; Teacher Surveys
IDENTIFIERS- Administrator Surveys

A study investigated the importance of reading specialists who work in schools identified as having exemplary reading programs and the roles and functions of these reading specialists. In stage 1 of this study, a 19-item survey questionnaire was sent to 111 school principals with exemplary reading programs, asking them about the reading specialist's importance to the reading program's success. In stage 2, specialists from these exemplary schools were interviewed to obtain an elaborate description of how each fulfilled her role. In stage 1, 58 responses from principals in 29 states were received, for a 52%

McAllister, Elizabeth A.; Hildebrand, Joan M.; Ericson, Joann H.
Where and How People Live. Language Arts around the World, Volume IV. Cross-Curricular Activities for Grades 4-6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indians; Class Activities; Classroom Techniques; Communication Skills; Foreign Countries; Integrated Activities; Intermediate Grades; *Language Arts; *Local History; Multiple Intelligences; Municipalities; Reading Skills; Spelling; Thematic Approach; Units of Study; Writing Skills
IDENTIFIERS- Australia

Suggesting that students in the intermediate grades can explore the world around them and practice valuable skills in spelling, reading, writing, communication, and language, this book presents cross-curricular units designed to integrate language-arts activities into the study of where and how people live. The units in the book reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences. The book features ready-to-use theme-oriented units that integrate the language arts across the science and social science curricula. After an introduction, units in the book are: "Hidden Treasures" (dealing with map study and solving mysteries); "Our Cities and Towns" (in which students research their own cities or towns); "The A-Maizing First Americans" (dealing with Native Americans); and "Awesome Aussies Down Under" (focusing on Australia). Appendixes describe how to create a learning center in the classroom, how to create bulletin boards and file folders, and how to create a book. (Contains a 49-item glossary and 10 teacher resources.) (RS)

ED 441 242 CS 217 101

McAllister, Elizabeth A.; Hildebrand, Joan M.; Ericson, Joann H.
Ecology and the Environment. Language Arts around the World, Volume V. Cross-Curricular Activities for Grades 4-6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Ecology; *Environmental Education; Integrated Activities; Intermediate Grades; *Language Arts; Multiple Intelligences; Reading Skills; Spelling; Thematic Approach; Units of Study; Writing Skills

Suggesting that students in the intermediate grades can explore the world around them and practice valuable skills in spelling, reading, writing, communication, and language, this book presents cross-curricular units designed to integrate language-arts activities into the study of ecology and the environment. The units in the book reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences. The book features ready-to-use theme-oriented

(Learning Edge Academic Program), a six-week summer program for freshmen at a major Eastern university. Subjects included administrators, mentors, instructors, and students, who were interviewed regarding their perceptions on the issues. Program and university policy documents were examined as well. Results indicated five themes: (1) diverse vs. mainstream culture; (2) reality vs. expectations; (3) diversity awareness vs. lack of awareness; (4) education; and (5) identity. Findings suggest that differences in minority vs. majority perceptions exist, including differences in metaphor usage, different ideas of American culture, and different definitions of diversity. Additional research should entail a larger, more comprehensive study including more thorough examination of multicultural aspects and more implementation of policy statements. (Contains 12 references and a table comparing major themes and metaphors.) (EF)

ED 441 262 CS 510 314

Micciche, Laura
Teaching and Disappointment.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Adjustment; Higher Education; *Loneliness; *Teacher Morale; Teacher Persistence; *Teacher Welfare; Teaching Conditions; *Teaching Experience; *Teaching (Occupation); Tenure
IDENTIFIERS- *Perspective (Psychology); Teacher Isolation

In several problematic college composition teaching scenarios, loss of faith in possibility is best described through the concept of disappointment. By articulating the nature of disappointments, instructors might develop an understanding of the collectivity of their experiences which would thus help to change such scenarios. The context of academic disappointments includes many factors: the loneliness of academic life; building or failure to build interpersonal relations; necessity of thinking differently from the norm; or inability to accept what is different. Instructors need to place disappointments in context by viewing them in perspective of all positives and negatives of academic life and by viewing them beyond mere personal occurrences. College teachers at all levels need to use disappointment to interrupt the politics of loneliness by: (1) discussing disappointments and making them disciplinary rather than personal; (2) recognizing the emotional aspects of teaching; and (3) realizing the need to acknowledge and respect interpersonal differences. (EF)

ED 441 263 CS 510 315

Meyer, John C.
The Symbolic Role of Organizational Message Artifacts in a Communication System Assessment.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, March 29-April 2, 2000).
LANGUAGE- English

Carden, Dan
Reasons for Reduced Tenure among Independent School Administrators.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Factors; Elementary Secondary Education; *Occupational Mobility; *Parochial Schools; Private Schools; Role Conflict; School Administration; *Stress Variables; *Tenure; *Work Life Expectancy
IDENTIFIERS- *Association of Christian Schools International; Mid South Educational Research Association

Research dealing with tenure of superintendents of public school systems exists, but research on tenure among Christian school executives is sparse. This pilot study provides preliminary data for a nationwide quantitative survey of Christian schools in Mississippi, Alabama, Tennessee, North Carolina, South Carolina, Georgia, and Virginia. Twenty-two administrators at a conference were surveyed (7 females and 15 males). Schools included in the data had a student population range of 40 to 1,050, and 90 percent of the schools contained all 12 grades, while the remainder were K-6 only. The average years of service at the present school was 7.7 years. The survey contained two questions related to leaving an administrative position: (1) What were the major stresses related to their job? and (2) What were the reasons individuals, who were known to the respondents, had given for leaving a particular school? Fifty-nine percent of the respondents stated they had seriously considered quitting their jobs, while 40.9 percent said they had not. Conflict was listed as the primary reason for leaving a position. Other reasons for leaving were stress-related financial pressure and expectations of board members. (Contains 53 references.) (DFR)

ED 441 283 EA 030 411

Peterson, Michael; Klotz, Jack
Superintendent Competencies for Continued Employment as Perceived by Louisiana Public School Superintendents and School Board Presidents.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Qualifications; Age Differences; *Boards of Education; *Credentials; Elementary Secondary Education; Performance Based Assessment; *Public Schools; School Districts; Sex Differences; *Superintendents; *Work Experience
IDENTIFIERS- *Louisiana; Mid South Educational Research Association

This study sought to determine the differences between perceptions of school superintendents and school board

(3) choose textbooks that provide more enriched opportunities; (4) use inquiry-based, discovery learning approaches; (5) use lots of higher-level questions in justification and discussion of problems; (6) provide units, activities, or problems that extend beyond the normal curriculum; (7) provide advanced placement level courses in calculus, statistics, and computer science; (8) differentiate assignments; (9) expect high level products; (10) provide opportunities to participate in national mathematics contests; (11) provide access to male and female mentors; (12) provide some activities that can be done independently or in groups based on student choice; and (13) provide useful concrete experiences. The digest closes by exploring how technology can support the needs of the gifted. (CR)

ED 441 303 EC 307 820

Thompson, Sandra; Thurlow, Martha; Spicuzza, Rick; Parson, Lorien
Participation and Performance of Students Receiving Special Education Services on Minnesota's Basic Standards Tests: Reading and Math, 1996 through 1998. State Assessment Series, Minnesota Report 18.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Disabilities; *Educational Assessment; Grade 8; Individualized Education Programs; Junior High Schools; *Mathematics Achievement; Mathematics Education; *Reading Achievement; Reading Instruction; Special Education; *State Programs; *Student Participation
IDENTIFIERS- *Minnesota Basic Standards Tests; *Testing Accommodations (Disabilities)

This report provides an analysis and discussion of the participation and performance of eighth-grade students with disabilities on the 1996, 1997, and 1998 Minnesota Basic Standards Tests in Reading and Math. The data show significant increases in participation of students with and without disabilities. In particular, participation of students receiving special education services increased from 71 percent to 89 percent from 1996 to 1998 for the math tests, and from 69 percent to 89 percent from 1996 to 1998 for the reading tests. Students with a primary diagnosis of a learning disability had the highest participation rate in 1998, 97 percent, in both reading and math. The lowest number of participants included students with moderate to severe mental impairments. However, even this group, with participation of only 3 percent in 1996 and 1 percent in 1997, saw an increase of participation to 12 percent in 1998. The performance of students with Individualized Education Programs (IEPs) on the tests remained between 41 percent and 47 percent lower than that of students without IEPs. Appendices include federal requirements for participation in assessments and a list of allowable testing accommodations on the Basic Standards Tests. (CR)

ED 441 304 EC 307 821

Reiman, John, Ed.; Malloy, Peggy, Ed.; Klumph, Randy, Ed.
Deaf-Blind Perspectives Newsletter, 1999-2000.

Education Teachers; *Teacher Competencies; Teacher Education; Teacher Role; *Transitional Programs

This fact sheet describes the role of the transition specialist, an individual who plans, coordinates, delivers, and evaluates transition educational services at the school or system level, in conjunction with other educators, families, students, and representatives of community organizations. It summarizes the competencies for transition specialists beyond those of novice special educators. Knowledge and skill requirements are listed for the following categories: (1) philosophical, historical, and legal foundations of special education; (2) characteristics of learners; (3) assessment, diagnosis, and evaluation; (4) instructional content and practice; (5) planning and managing the teaching and learning environment; (6) managing student behavior and social interaction skills; (7) communication and collaborative partnerships; and (8) professionalism and ethical practices. (CR)

ED 441 322 EC 307 839

Wehmeyer, Michael L.
The Arc's Self-Determination Scale: Procedural Guidelines.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 95
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Behavior Rating Scales; *Daily Living Skills; Independent Living; Individual Power; *Interpersonal Competence; *Mental Retardation; Recreational Activities; Scores; Secondary Education; *Self Determination; Self Evaluation (Individuals); Student Evaluation; Test Interpretation; Test Reliability; Test Validity
IDENTIFIERS- Arc (Association for Retarded Citizens)

This technical manual describes "The Arc's Self Determination Scale," a student self-report measure of self-determination designed for use by adolescents with disabilities, particularly students with mild mental retardation and learning disabilities. The test was designed to be a tool to enable students to become more self-determined by enabling them to evaluate their beliefs about themselves and their self-determination, work collaboratively with educators and others to identify individual areas of strength and limitations related to self-determination goals and objectives, and self-assess progress in self-determination over time. The scale is subdivided into four conceptually distinct subscales: (1) self and family care, which includes items that measure basic daily living activities, specifically routine personal care and family-oriented activities; (2) management, which includes items measuring the degree to which students handle their interactions with the environment; (3) recreation activity, which contains items that indicate the youth's recreational and leisure time activities; and (4) social and vocational activities, which contain items that measure the adolescent's social involvement and vocational goals, plans, and activities. The manual describes the theoretical basis for the scale, scale construction and development, administration, scoring and state staff; and (6) increased involvement of limited-English-proficient (LEP) parents and community representatives in the schools. Topics covered include the linguistic and socioeconomic context for Title VII bilingual education projects in Hawaii, a historical review of Hawaii's efforts in bilingual education, Hawaii's Title VII bilingual education projects, 1975-2000, an extensive listing of lessons learned, and speculation on the future of Hawaii's Title VII bilingual education projects. In addition to references, there are three appendices. Appendix A is a listing of Hawaii State Department of Education Title VII project-developed materials in bilingual and multicultural education, divided into teacher and student resource materials. Appendix B lists Hawaii's promising practices in education with a listing of 25 past projects and 5 ongoing ones. Appendix C is a bar chart depicting all of Hawaii's bilingual education projects, from 1975 to 2000. (KFT)

ED 441 343 FL 026 266

Report on the Binational Conference: In Search of a Border Pedagogy (4th, El Paso, Texas and Ciudad Juarez, Mexico, January 1999).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Bilingual Education Programs; Elementary Secondary Education; English (Second Language); Federal Programs; Foreign Countries; *High Risk Students; Immersion Programs; *Language Minorities; Limited English Speaking; *Low Achievement; Multicultural Education; Second Language Instruction; Second Language Learning; Spanish Speaking
IDENTIFIERS- *Mexico United States Border; Two Way Bilingual Education; *United States

This report contains a synopsis of the binational conference and features brief summaries of all the papers presented at the conference. Over 350 educators, community leaders, and researchers were brought together to discuss the educational extremes found along the border between the United States and Mexico and to investigate instructional approaches that address the unique characteristics of this region. The following questions helped to shape the scope and content of the conference: What is the current condition of bilingualism, particularly in the United States? How can educators break the cycle of low performance in border schools? How can teachers and administrators reinvent school norms, structures, and culture so that there is respect for linguistic and cultural differences? The conference was sponsored by the Center for Research on the Education of Students Placed at Risk, the Texas Teacher Recruitment, Retention, and Assistance Project at Johns Hopkins University, and the Southwest Educational Development Laboratory. The summaries are organized into the following categories: the status of education for English language learners in the United States; theoretical concerns influencing border pedagogy; calls for changes in policy or practice; studies of effective programs and practices; and professional development issues. An appendix provides a list of presenters and presentations cited. (KFT)

ED 441 344 FL 026 267

ED 441 362 HE 032 818

Higher Education 2000: What Will Be New? What Will Be Different? Proceedings of the Annual Accreditation and Quality Assurance Conference (1999).
PUB DATE- 00
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accreditation (Institutions); College School Cooperation; Continuing Education; Cooperative Planning; Distance Education; Educational Improvement; *Educational Quality; Elementary Secondary Education; Foreign Students; Global Approach; *Higher Education; Leaders; Leadership; Learning; Open Universities; Partnerships in Education; Portfolio Assessment; *Quality Control; School Business Relationship; School Community Programs; School Community Relationship; Teacher Education; Urban Schools
IDENTIFIERS- Globalization; Middle States Association of Colleges and Schools; *Quality Assurance

This collection of essays from the 1999 Annual Accreditation and Quality Assurance Conference includes: "Wanted: President for the New Millennium" (Stephen Joel Trachtenberg); "Medium and Message: Passion, Values, and Quality in the New Academy" (John Daniel); "The 100th Anniversary of the College Board" (Nicholas Murray Butler, Joseph Hankin, and Gaston Caperton); "As We Internationalize Undergraduate Education, Have We Forgotten Student Learning?" (Andrea Leskes, Tori Haring-Smith, and Richard I. Resch); "Collaborating To Cross Boundaries: University of Maryland Eastern Shore and Salisbury State University" (Eucharia Nnadi, Don Cathcart, Phillip Creighton, and Harold Jopp); "K-16 Collaboration for Teacher Training: Two Models" (Lawrence S. Finkel, Susan Baum, Stephanie Squires, Orlando J. George, Jr., Ileana Smith, and Charles M. Poplos, III); "Institutional Portfolios for Quality Assurance and Accreditation: The Urban Universities Portfolio Project" (Barbara L. Cambridge, Sharon Hamilton, and Susan Kahn); "Successful Transition between Public Schools and Community Colleges in Maryland" (Michelle S. Appel, Gayle M. Fink, and Ruth S. Garles); "College, Corporate, and Community Partnerships" (Jacqueline R. Lakah, Patricia Stanley, and Karen Wiley Sandler); "Accountability and Assessment: Developments in Maryland" (Patricia S. Florestano); "Emerging Issues in the Expansion of Continuing Education Programs" (Stephen M. Curtis); "Distance Learning: Lessons Learned and Lessons To Be Forgotten" (Artin H. Arslanian); and "The Review of 'Characteristics of Excellence'." (Some papers contain references.) (SM)

ED 441 363 HE 032 819

Atwell, Robert H.; Wellman, Jane V.
Presidential Compensation in Higher Education: Policies & Best Practices.
SPONS. AGENCY- Robert W. Woodruff Foundation, Inc., Atlanta, GA.; William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 00
NOTE- 63p.; For "Presidential & Board Assessment in Higher Education," see HE 032 820.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Data collection in this new environment requires new methods and standards, especially where learners receive education from several providers simultaneously. The report discusses issues affecting the feasibility of collecting distance learning data, such as varied definitions of distance education, the diverse nature of instructional providers, rapid growth of distance learning, types of enrollment data needed, data consistency, authority to collect, sources of data, the role of accrediting agencies, varying reporting cycles, and the unsettled nature of distance learning. Researchers conducted two surveys to help establish a general outline of the role distance education providers play in meeting Washington's higher education need. They found no single source that could capture specific information on enrollment of Washington residents in distance education programs. Despite the impediments to collecting accurate enrollment data, researchers are prepared to monitor and track developments in the field. A copy of the enabling resolution is appended. (SM)

ED 441 382   HE 032 859

Gender Equity Report.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Athletics; Educational Legislation; *Equal Education; Higher Education; *Nondiscriminatory Education; *Sex Discrimination; *Sex Fairness; State Legislation; Student Financial Aid
IDENTIFIERS- Student Support Services; *Tuition Waivers; *Washington

This document reports on the implementation of two bills adopted by the Washington State legislature in 1989 to achieve gender equity in higher education. The gender equity statute prohibits discrimination on the basis of gender against any student, and, in particular, it forbids discrimination in student assistance and services, academic programs, and athletics. The tuition waiver law focuses more narrowly on gender equity in intercollegiate athletics, authorizing the use of tuition and fee waivers to achieve gender equity in intercollegiate athletics. This report, which updates data submitted by each state four-year institution, indicates that student services and support remain free from gender discrimination, and that the standard of nondiscrimination in academic programs has been met. For athletics, the report notes that participation rates for female athletes have risen significantly and that the goal of equitable opportunities for participation in intercollegiate athletics has been substantially met. However, comparable facilities for both males and females have not been achieved at the state's baccalaureate institutions, except for Evergreen State College. The report also notes that higher participation rates are mandated by year 2004. Should current participation rate remain unchanged, the use of tuition waivers by state institutions will be jeopardized. Appended are data tables and charts. (Contains 19 endnotes.) (SM)

ED 441 383   HE 032 860

Raudenbush, Kathy; Tobin, David
Tuition and Fee Rates, 1999-2000: A National Comparison.
PUB DATE- 00

(COPA) to study methods to help reduce access by minors to certain sexually explicit material, defined in the statute as harmful to minors. Congress directed the Commission to evaluate the accessibility, cost, and effectiveness of protective technologies and methods, as well as their possible effects on privacy, First Amendment values, and law enforcement. This report responds to the Congressional request. The Commission studied a wide range of child-protective technologies and methods, including filtering and blocking services; labeling and rating systems; age verification efforts; the possibility of a new top level domain for harmful-to-minors material; "greenspaces" containing only child-appropriate materials; Internet monitoring and time-limiting technology; acceptable use policies and family contracts; online resources providing access to protective technologies and methods; and options for increased prosecution against illegal online material. The report includes the following sections: (1) Introduction; (2) Technologies and Methods; (3) Recommendations; (4) Affirmative Defenses; (5) Proposed Future Work; and (6) Conclusion. A companion volume, "Personal Statements of COPA Commissioners," is appended. (MES)

ED 441 402 IR 020 434

Commission on Child Online Protection (COPA) Report to Congress. Appendices.
PUB DATE- 00
NOTE- 1085p.; For the Commission on Child Online Protection (COPA) Report to Congress, see IR 020 433.
LANGUAGE- English
EDRS Price- MF08/PC44 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Child Safety; *Children; Federal Legislation; Federal Regulation; Freedom of Speech; *Information Policy; Information Technology; *Internet; Policy Formation; Pornography; Privacy
IDENTIFIERS- Acceptable Use Policy; Commission on Online Child Protection; Filters; First Amendment

The appendices for the Commission on Child Online Protection (COPA) Report to Congress, October 20, 2000, include the following: Commission overview, which includes scope and timeline, original statute, amended statute, technologies and methods, and biographies of the commissioners; Commission finances; Commission meetings for the year 2000; materials submitted to the Commission, including materials for hearings as well as research papers, reports, and correspondence; compilation of matrices on filtering, labeling, and rating technologies; Commission responses to questionnaire; and catalog of drawer files, which includes a detailed index of all materials submitted to the Commission in nonelectronic format such as books, software programs, handouts, and VHS tape recordings of hearings and transcripts. (AA)

ED 441 403 IR 057 674

IFLA Council and General Conference: Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999).
PUB DATE- 99
NOTE- 1075p.; For individual papers, see IR 057 675-786.
LANGUAGE- English
EDRS Price- MF08/PC43 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Information; Foreign Countries; Futures

library, including difficulties in external communication, difficulties due to discrete management styles and interference caused by political circumstances, and disruption due to elections and their parliamentary effects; and (4) outcomes from the new communicative management philosophy, including introduction of new library software as an example of a "learning organization," communication in the workplace which creates flexibility, communication which leads to quality management, and communication and outsourcing. (Author/MES)

ED 441 424   IR 057 695

Daniel, Evelyn; Lazinger, Susan
Standards for Library Schools, 1976. Update: A Preliminary Report to the Standing Committee on Education and Training (64th IFLA General Conference, Amsterdam, August 1998).
PUB DATE- 99
NOTE- 5p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Foreign Countries; Higher Education; *Library Education; *Library Schools
IDENTIFIERS- International Federation of Library Associations; United States

Several decisions have been made with regard to the general structure and direction of the planned update of IFLA (International Federation of Library Associations and Institutions) Standards for Library Schools, 1976. The changes planned fall into two categories: structural and conceptual. Structural changes would reduce the number of categories of standards defined in the 1976 version, consolidating them into larger categories in line with the categories of the ALA (American Library Association) Standards for Accreditation of Master's Programs in Library and Information Studies, 1992. Conceptual changes would update outdated content in all categories of standards and incorporate standards and considerations from a broad spectrum of countries. (MES)

ED 441 425   IR 057 696

Davis, Donald G., Jr.
An Odyssey in Scholarly Library History: JLH/L&C at 35.
PUB DATE- 99
NOTE- 10p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Interdisciplinary Approach; *Libraries; Library Science; *Scholarly Journals; University Presses
IDENTIFIERS- Florida State University; *Library History; *Library Journals; Shores (Louis); University of Texas Austin

Founded in 1966 at Florida State University by Louis Shores, the quarterly Journal of Library History moved to the University of Texas at Austin in 1976 and continues to be published by the these changes for faculty, staff, and librarians were defined. The initiative took place at the Nanyang Technological University (NTU) in Singapore and involved the NTU Library and the Division of Information Studies. (Contains 17 references.) (Author/MES)

ED 441 446 IR 057 717

Hernandez, Vicente S.
Trends in Philippine Library History.
PUB DATE- 99
NOTE- 13p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; History; *Libraries; *Library Development; Trend Analysis
IDENTIFIERS- Historical Background; *Library History; *Philippines

This paper divides Philippine library history into three periods, establishing a relationship between historical events and library trends. During the Spanish period, modern library trends were introduced through the establishment of the Sociedad Economica in 1780, but did not influence Philippine library culture until the later part of the 19th century. In the 20th century, the United States introduced innovations in sciences and practice, but the foundation of Philippine librarianship was largely due to the enthusiasm of a few American librarians and Filipino scholars. After the devastation of World War 2, the newly established Philippine Republic helped strengthen academic and cultural institutions in the country. Today's Philippine librarianship is nurtured in library schools and consolidated through association and cooperative effort. (Contains 60 notes.) (Author/MES)

ED 441 447 IR 057 718

Hobohm, Hans-Christoph
Social Science Information & Documentation: Is the Time Ripe for a State of the Art?
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Bibliometrics; Developing Nations; Information Needs; Information Retrieval; *Information Seeking; Information Technology; Problems; Research Methodology; *Research Needs; *Social Science Research; *Social Scientists; *User Needs (Information); Users (Information)
IDENTIFIERS- Database Development; Information Infrastructure

This paper discusses social science information needs and behavior. The first section describes the Bath studies on social science information behavior in the 1970s. The world "after Bath" is considered in the second section, including the development of large databases, information retrieval problems, and scholars' personal information collections. The third section addresses new conceptions in information science and

Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cartography; *Information Technology; Internet; *Library Collection Development; Library Role; *Maps; Preservation
IDENTIFIERS- *Digital Technology; Geographic Information Systems; Geological Survey

This paper addresses the library collection development of spatial information in cartographic format. Highlights include: the impermanent nature of maps; changes in spatial information creation, storage, processing, and management resulting from developments in computer-based information technology; steps required to download the digital version of a USGS (U.S. Geological Survey) map; acquiring map material that is not in a standard distribution network; MapQuest, an Internet mapping business; and Mapnet, a tool for visualizing the Internet. The following observations are noted in conclusion: (1) maps, either paper or digital, are elusive; (2) maps are transformative; (3) libraries have well-defined roles; and (4) networked maps are innovative and unpredictable. (MES)

ED 441 470 IR 057 741

McKenzie, Amelia
A Window on to the World: Newspaper Collecting in the National Library of Australia.
PUB DATE- 99
NOTE- 14p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Foreign Countries; Guidelines; *Library Collection Development; *Library Policy; Microreproduction; *National Libraries; *Newspapers; *Preservation; Publishing Industry
IDENTIFIERS- Australia; Digital Technology

This paper provides a brief survey of Australian newspaper publishing history and describes the National Library's Australian newspaper holdings. Its newspaper collection policy and some of the national issues and initiatives being undertaken to ensure access to and preservation of Australian newspapers are outlined. Highlights include: retention and preservation issues; progress with NPLAN (National Newspaper Preservation Plan); the National Library's retention and preservation policy; repatriation issues; cooperative microfilming projects; and the Australian Cooperative Digitisation Project, including methods employed and outcomes. Appendices include excerpts from the National Library's collection development policy regarding newspapers and the National Library policy on the retention, preservation, and repatriation of Australian newspapers, including guidelines related to retention in hardcopy, preservation action, repatriation of hardcopy newspapers in the library's collection, preservation standards, preservation storage for newspapers, microfilming standards, preservation storage for stressed. The third section examines conditions for buildings facing the next century, including the shortcomings of fixed standards and guidelines, new developments in computer and network technology, and changing user needs. Programming issues are discussed in the next section. The fifth section looks at planning conditions related to the preparation for a new city library in The Hague (Netherlands), including: main functions; teamwork; the architect's brief, which sets out the general philosophy and requirements of the library; and cost control. The role of the Programme Management Group during the planning process of the library in The Hague is described in the sixth section, followed by two sections that summarize the use of a "spacebook" and datasheets. The ninth section lists concerns that librarians will need to address in library planning. Examples of library buildings in the Netherlands that were designed to meet future needs are presented in the last section. Several related conclusions are offered. (MES)

ED 441 493 IR 057 764

Riedy, Allen
Southeast Asia Newspaper Collecting in the United States.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; Foreign Countries; Library Acquisition; Library Collection Development; *Library Collections; Library Cooperation; Library Technical Processes; Microfilm; *Newspapers; Preservation
IDENTIFIERS- Asia (Southeast); United States

Libraries in the United States have generally been successful in collecting the major metropolitan newspapers from Southeast Asia. They have been less than successful in collecting regional and specialty newspapers. Issues surrounding newspaper collecting include: identification; acquisition; processing, shelving, and storage; and preservation, including availability of microfiche. The economics of newspaper collecting place severe limitations on the ability of libraries to collect; however, cooperative projects among institutions and new national and international initiatives may alleviate the problem. (Author/MES)

ED 441 494 IR 057 765

Robertson, Sabina
University of Melbourne Library Meeting the Challenges of Providing Information Literacy in a Networked Environment.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Computer Uses in Education; Foreign Countries; Graduate Students; Graduate Study; Higher

report introduces the aims of the Section. Membership, the standing committee, and officers are detailed in the second part. The third part provides information on the following major projects of the Section: (1) a study on functional requirements for bibliographic records; (2) revision of the 1978 edition of a list of anonymous classics; (3) the International Conference on National Bibliographic Services; (4) a working group on the form and structure of corporate headings; (5) GARE (Guidelines for Authority and Reference Entries); (6) guidelines for OPAC (Online Public Access Catalog) displays; (7) ISBD (International Standard Book Description) revision; (8) a working group on metadata; and (9) the MLAR (Minimal Level Authority Records) project. Section publications are covered in the fourth part. The last part describes the Section's conference programs, including topics, speakers, and availability of texts. (MES)

ED 441 515 IR 057 786

Wolf, Milton T.
Collecting Science Materials from Developing Regions: Universal Dilemma, Collaborative Solutions.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; Cooperative Programs; *Developing Nations; International Organizations; International Programs; Library Associations; Library Collection Development; *Library Collections; *Library Cooperation; Library Materials; Postsecondary Education; Preservation; Research Libraries; Scholarly Communication; *Scholarly Journals; *Scientific and Technical Information; Shared Library Resources
IDENTIFIERS- International Federation of Library Associations

This paper discusses problems related to library collection of science materials from developing regions, including price increases leading to cancellation of peripheral titles. The importance of access and preservation of such materials is noted. The International Federation of Library Associations and Institutions (IFLA) Science Research Materials Project (SRMP) initiative to make accessible and to preserve the scientific and technical materials of developing nations is then described, including the following elements of SRMP's proposed cooperative solution: a larger pool of acquisitions funds; an environmentally controlled collection archive for access and preservation; an enhanced ability to build and maintain local collections; a widely accessible electronic and traditional delivery mechanism; an expanded opportunity to seek grants and endowments; and a framework to foster cooperative projects. SRMP members are listed. (MES)

ED 441 516 IR 057 836

Merikangas, Robert J.
Historical and Heuristic Frameworks for Shared Governance in Academic Libraries: A Documentary History, Interpretation, and Questions for the Library Council and Others of the University of Maryland.

'Ashes of Izalco'" (Karen McGovern); (7) "The Inquisition Case of Mauricia Josepha De Apelo: Questioning Identity" (Magali M. Carrera); (8) "Narrator's Mask(s) and Text's Metamorphosis: Some Keys for the Latin American's Narrative in the '80's" (Hiber Conteris); (9) "Introducing Latin American Culture with Short Stories: First Person Narratives as 'I' Openers" (Donovan Johnson); (10) "Teaching Narrative Structure and Post Dirty War Argentine History through Luis Puenzo's 'The Official Story'" (Terry Krueger); (11) "Teaching Approaches to Rosario Ferre's 'Sweet Diamond Dust'" (Nora Erro-Peralta); (12) "Changing the Canon: Introductory Literature Courses as Stepping Stones" (Ann M. Wellington); (13) "Multiple Realities in Mario Vargas Llosa's 'The Storyteller'" (Diane Kamali); and (14) "Latin American Fiction: A Selected Bibliography" (Kay Gerard). (VWC)

ED 441 536 JC 000 376

Rosenfeld, Stuart A., Ed.
Learning.Now: Skills for an Information Economy. Symposium (North Carolina, December 1998).
PUB DATE- 00
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Community Colleges; *Economic Change; *Educational Change; *Educational Planning; Educational Policy; Educational Trends; Information Technology; Institutional Mission; *Job Skills; Labor Force Development; Program Development; Two Year Colleges

This book provides new insights and innovative ideas that may aid governments and educational institutions in developing programs and policy frameworks for their education and training enterprises. It consists of an opening synthesis, followed by papers presented at the December 1998 "learning.now/Skills for an Information Economy" symposium. Part 1, the opening synthesis, weaves together insights from all aspects of the symposium, including the research, policy, and practice workshops, questions and comments from participants, and the formal presentations. Part 2 presents some of the conditions--such as changes in the structure of the economy--and educational trends that have driven community colleges to alter their programs and missions, as well as some that have thrown up barriers to systematic change. Part 3 describes the new learning environments created by information technologies, ranging from the individual classroom and learning company to the learning region, where ideas and knowledge flow easily across institutions and firms. The new technology has opened up possibilities for learning, but it has also altered values and attitudes of youth toward careers in ways that affect both course content and pedagogy. Part 4 describes the challenges and opportunities for community colleges as they enter into new alliances and become more proactive in economic development. (VWC)

ED 441 537 JC 000 377

Foothill-De Anza Community College District, 2005: Planning for the New Millennium. Educational Master Plan, Spring 1999.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Guides; Parent Attitudes; Parent Empowerment; *Parent Participation; Parent Role; *Parent School Relationship; Parent Workshops; *Parents; Partnerships in Education; Preschool Education; School Attitudes; Videotape Recordings
IDENTIFIERS- *Head Start Policy Councils; *Project Head Start

Since 1972, Head Start Policy Councils, Policy Committees, and Parent Committees have provided leadership supporting the involvement of parents in local Head Start programs. This video-based training package is designed to increase the knowledge and skills of Policy Council members and to positively influence participants' attitudes toward being a Policy Council member. The facilitator's manual is presented in four parts. Part 1 of the manual provides preparation material for the workshop facilitator: an overview of the training program, background on parent involvement in Head Start, suggestions for planning effective training sessions, and the videotape script. Part 2 presents instructions for the introductory training workshop, focusing on the key points in the videotape and providing sample discussion questions for each key issue. Part 3 contains instructions for four follow-up workshops dealing with: (1) benefits of Policy Council membership; (2) roles and responsibilities of Policy Council members; (3) shared decision making; and (4) important issues for Policy Council members presented in the video. Workshops range in length from 1.5 to 2.5 hours. Workshop instructions contain guidelines for all the activities. Part 4 of the manual contains 13 resources on Head Start history and practice and on adult learning. Handouts for workshop participants include sample answer keys. The 22-minute videotape presents the experiences of several parents on a council, the operation of the Policy Council in making decisions and developing policies on staff hiring and other issues, and highlights parents discussing their involvement and the benefits of Policy Council membership. (Contains 13 resources.)(KB)

ED 441 557 PS 028 487

Jacobson, Wendy; MacMaster, Pat
Family Support and Time Dollars: How To Build Community Using Social Capital.
PUB DATE- 00
NOTE- 96p.; Written with Tina Thohnings and Edgar Cahn. With contributions by Joanne Kelly, Kirk E. Harris, Anthony Williams, and Frances Ross.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community; Community Action; *Community Programs; Community Resources; *Economic Development; *Family Programs
IDENTIFIERS- Barter; *Family Support; Social Capital

Many communities are rethinking their ideas of mutual support, social economy, and community economic development and are using "Time Dollars" strategies to build on their existing support networks and create a strong and valued social economy. This book provides an introduction to the social capital strategy of Time Dollars and presents a process for increasing the effectiveness of family support programs through its use. Chapter 1 defines Time Dollars as a form of currency that people earn by helping each other and spend by getting help from others. For example, for each hour spent in tutoring, child care, literacy training, and other community-building

United Way of King County, Washington.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Infants; Mathematics Achievement; Poverty; Prenatal Care; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- Arrests; *Indicators; *Washington

These 43 Washington Kids Count summaries, one for each of the state's counties, major metropolitan areas, and the state as a whole, examine trends in the well-being of Washington's children. The summaries each begin with a report on economic prosperity within the state and region. The statistical portrait is based on three general areas of children's well-being: education, health and safety, and economic well-being. Eight key indicators of child well-being are detailed: (1) fourth-grade math scores; (2) lack of prenatal care; (3) teen pregnancy; (4) child abuse and neglect; (5) juvenile arrests; (6) child poverty and inadequate income; (7) average annual wages; and (8) child care burden. Comparison data are presented and trends are analyzed. Also presented are specific county profile data in comparison to the state. The summaries conclude with information on trends in student enrollments and projections for 1998-2004, and ethnic distribution of the child population within the region. (KB)

ED 441 576 PS 028 565

Porter, Alice, Ed.
The State of Washington's Children. Sixth Annual Report .
SPONS. AGENCY- Boeing Co., Seattle, WA.; Annie E. Casey Foundation, Baltimore, MD.; Washington State Dept. of Social and Health Services, Olympia.
PUB DATE- 97
NOTE- 52p.; For Fifth Annual Report, see ED 416 985.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Guns; Infant Mortality; Infants; Mortality Rate; One Parent Family; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); *Trend Analysis; Unemployment; *Well Being
IDENTIFIERS- *Indicators; Out of Home Care; Vaccination; *Washington

This KIDS COUNT sixth annual report examines statewide trends in the well-being of Washington's children. The statistical portrait is based on five general areas of children's well-being: family and community, economic well-being, health, education, and safety and security. The 20 key indicators of child well-being are: (1) births to unmarried mothers; (2) teen birth rate; (3) teen pregnancy rate; (4) children in out-of-home care; (5) average wages; (6) per capita income; (7) jobs in low- and high-wage sectors; (8) child poverty; (9) infant mortality rate; (10) low birthweight; (11) immunization; (12)

IDENTIFIERS- Impact Studies

The question of whether human resource development (HRD) should assume a leadership role in social responsibility has not been seriously or rigorously addressed in the HRD literature. As a multidisciplinary field, HRD is influenced not only by societal needs but also by underlying disciplines, including economics, psychology, general systems, ethics, and sociology. Both as an organizational function and as a stand-alone profession, HRD plays a principal role in enhancing organizations' long-term sustainability and has the potential to help cultivate organizations and people that positively influence communities, society, and the environment. The influence that economic and psychological theory have had on HRD and the world views that have influenced HRD require review and redefinition so that HRD professionals can clarify and improve their understanding of their potential contributions and responsibility to society. In the long run, those HRD professionals and academics who respond to the challenge of social responsibility will prove most successful not because it is the right thing to do but because organizations that add value to external clients and society will likely add value to themselves and their shareholders. As a profession, HRD has a collective conscience that provides the catalyst for leadership in social responsibility. (Contains 37 references.) (MN)

ED 441 086 CE 080 097

Using Technology for Learning. Symposium 1. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 20p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Computer Uses in Education; Educational Attitudes; Educational Technology; Foreign Countries; Global Approach; Graduate Study; Group Dynamics; Higher Education; Instructional Innovation; Integrated Curriculum; International Cooperation; International Educational Exchange; International Programs; *Labor Force Development; Learning Processes; Literature Reviews; Models; Online Systems; Predictor Variables; Teaching Methods; Teamwork; Training Methods; Virtual Reality

This document contains three papers from a symposium on using technology for learning that was conducted as part of a conference on human resource development (HRD). "Openness to Technology in Virtual Teams: Implications for International Human Resource Development" (Mary R. Watson, Leigh Anne Liu) reports on a study that examined the attitudes of 520 subjects in 6 countries toward technology and the use of technology in global virtual teams. "Towards a Framework for Teaching and Learning in an Online Environment: A Review of the Literature" (Sandra Wall Williams) addresses the lack of theory specifically related to teaching and learning in an online environment, presents two significant teaching and learning paradigms, and concludes that the integration of both approaches will allow for the emergence of new theories focusing on teaching and learning in online environments. "Learning Human Resource Development through Electronic Discussion" (Barbara J. Daley) reports on a study that examined the use of electronic discussion as a teaching and learning

ED 441 104   CE 080 115

Transformative Learning. Symposium 17. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 24p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Change; Constructivism (Learning); *Educational Environment; *Experiential Learning; Human Resources; *Job Performance; Labor Force Development; *Leadership Training; Learning Processes; Organizational Development; *Professional Personnel; Research Methodology; Success; *Transformative Learning
IDENTIFIERS- *Narrative Inquiry

Three presentations are provided from Symposium 17, Transformative Learning, of the Academy of Human Resource Development (HRD) 2000 Conference Proceedings. "Leadership Development as Transformative Pedagogy" (Olga V. Kritskaya, John M. Dirkx) examines the nature of transformative instructional environments, focusing specifically on the dynamic interplay among the teachers' beliefs, learners' experiences, content, and instructional methods. Findings suggest five themes that characterize the instructional environments studied, in which participants construct, through myths, rituals, imagination, and creativity, a "metatext" that mediates the inner work of leadership development. "The Added Dimension: Using the Learning and Change Model as a Means for Understanding Professionals' Performance" (Brenda Edgerton Conley, Sharon J. Confessore) reports a study that describes the change and learning process as it relates to professional practice among a group of 24 school principals and identifies patterns of change and learning. "A Methodology for Narrative Inquiry: Examining the Role of Narrative in Framing for Action" (Nancy Lloyd Pfahl) presents a conceptual framework for interpreting the methodology and an innovative research model. The papers contain reference sections. (YLB)

ED 441 105   CE 080 116

Instructional Technology. Symposium 18. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 23p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; Developing Nations; *Distance Education; Educational Development; Educational Quality; *Educational Technology; Foreign Countries; Higher Education; Human Resources; *Independent Study; Internet; Job Training; *Labor Force Development; Military Training; Optical Data Disks; Teaching Methods; *User Friendly Interface
IDENTIFIERS- *University of the West Indies

Three presentations are provided from Symposium 18, Instructional

Authoritarianism; Developing Nations; Foreign Countries; Human Resources; *Industrial Structure; Job Satisfaction; Job Skills; Job Training; *Labor Force Development; *Management Systems; Performance Factors; Political Attitudes; Professional Autonomy; Quality of Working Life; Sex Fairness; *Teacher Student Relationship; *Verbal Communication; Work Environment
IDENTIFIERS- *Anthropocentrism; Dominican Republic

Three presentations are provided from Symposium 32, Core Directions in HRD (Human Resource Development), of the Academy of HRD 2000 Conference Proceedings. "Exploring the Convergence of Political and Managerial Cultures in the Dominican Republic: Implications for Management Development and Training" (Max U. Montesino) reports a survey of five work organizations, which shows that some indicators of authoritarian behavior identified in the context of the country's political culture are reflected in manager-subordinate relations at work. "The Types of Verbal Interactions and Impact of Gender in Corporate Training Sessions" (Frances L. Good, Gary N. McLean) discusses a study of verbal interactions in 13 selected training sessions using the INTERSECT Instrument, which found more than two-thirds of interactions were acceptance (the instructor's acknowledgement of a response); remediation accounted for about 21 percent, and praise, 11 percent of interactions. "Developing Human Potential through Anthropocentric Work Organization" (Jonathan Winterton) investigates HRD practice in four workplaces with different forms of work organization. A theoretical model is outlined for categorizing approaches to work organization in terms of level of skill and degree of autonomy. The paper reports work organization affects HRD and job satisfaction, and the most positive effects are associated with greater skill and autonomy. The papers contain reference sections. (YLB)

ED 441 123   CE 080 134

Work Motivation. Symposium 33. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 24p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Human Resources; *Intervention; *Job Performance; Job Satisfaction; *Labor Force Development; *Labor Turnover; *Motivation; Performance Factors; Performance Technology; Public Service; Public Service Occupations; *Work Attitudes; Work Environment; Work Ethic

Three presentations are provided from Symposium 33, Work Motivation, of the Academy of Human Resource Development (HRD) 2000 Conference Proceedings. "An Attitudinal Examination of the Role of HRD in Voluntary Turnover in Public Service Organizations" (Kenneth R. Bartlett, William R. McKinney) compares public service managers who voluntarily left their job in the previous year against a sample of managers in the same or equivalent positions. It finds that job satisfaction did not differ between the two samples, but suggests that shock or trigger events may initiate a series of psychological deliberations that result in a decision to remain or leave. "A Passion for Work: Developing and Maintaining Motivation" (Patricia Boverie, Michael Kroth) presents a model for a transformational process for developing a passion to work substantiated by conducting two studies. Analysis leads to

Nations; *Educational Trends; Foreign Countries; Futures (of Society); *Lifelong Learning
IDENTIFIERS- *Alberta; Information Society

This report provides a chronological overview of activities of the 1999 Minister's Forum. It summarizes the keynote speech, "Transforming Learning in the Knowledge Age" (Donald Norris), the discussion that occurred among the panelists, and the participants' responses to three topics during small group discussions. The report recaps topic descriptions and corresponding questions provided to participants. General comments of participants and specific points identified by small groups on flip charts are captured. Each list taken from the flip charts is marked in italics. The section on Topic 1, "A Vision for Lifelong Learning in Alberta," discusses responses to three questions: (1) what does lifelong learning means to you?; (2) what will lifelong learning look like for Albertans in the 2005? and (3) what are the underlying values and principles that support a lifelong learning vision for Albertans? The section on Topic 2, "Priorities for the Future," looks at three questions: (1) what key actions are needed to move towards a vision for lifelong learning? (2) what circumstances affect a person's ability to learn and a community's ability to take action? and (3) what can be done to maximize the positive influences and minimize the barriers? The section on Topic 3, "Fostering a Lifelong Learning Culture," responds to two questions: (1) who are the key players in creating a lifelong learning culture? and (2) what should be their roles and what are the opportunities for partnership? (YLB)

ED 441 142 CE 080 155

Luskin, Jack; Manning, Teena; Siegel, Jodie
Training Curriculum for Alternative Clothes Cleaning. Volume I: Curriculum and Volume II: Instructor's Manual and Presentation Materials .
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Pollution Prevention and Toxics.
PUB DATE- 97
NOTE- 355p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Compliance (Legal); *Conservation (Environment); *Environmental Education; Equipment Utilization; Facility Guidelines; Federal Legislation; *Laundry Drycleaning Occupations; Learning Activities; Learning Modules; Lesson Plans; National Organizations; Postsecondary Education; Public Agencies; Student Centered Curriculum; Teaching Guides; Teaching Methods; *Vocational Education; Workshops

This two-volume document consists of a curriculum and an instructor's manual for a learner-centered workshop on alternative clothes cleaning that is intended for operators of dry-cleaning establishments and individuals who are interested in opening a garment wet cleaning facility. Volume 1, the curriculum, contains 11 learning modules. Each module includes some or all of the following: objective, reading passages, a glossary, and one or more learning activities. The module topics include the following: (1) health, safety, and environmental regulations; (2) from fiber to garment; (3)

Republic, and (12) Slovenia. (KC)

ED 441 160 CE 080 194

Cofer, David A., Jr.
Informal Learning in the Workplace: A Brief Review of Practice and Application.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Curiosity; Educational Research; Experiential Learning; *Informal Education; *Inplant Programs; Job Enrichment; *Job Training; Lifelong Learning; *Staff Development; *Work Environment

Marsick and Watkins, leaders in research on informal learning in the workplace, suggest that this type of learning is a process that occurs in everyday experience and place it in a category that includes incidental learning. It may occur in institutions, but is not typically classroom-based or highly structured. It is unique to the individual, and control rests primarily in the learner's hands. Two studies offer compelling support for adoption and implementation of strategies aimed at facilitating informal learning in the workplace. The Education Development Center study suggests that trainers can specify the learning process of employees through four taxonomies condensed by content and then broken down to include content of learning, types of activities, and occasions of learning. The United Kingdom's Department for Education and Employment study offers support for implementing strategies for facilitating informal learning in the workplace and identifies conducive environmental factors and components. The literature shows the importance of the workplace environment and its role in supporting informal learning. The environment should foster curiosity; remove barriers to learning; permit humility; and provide rewards for learning in order to purposefully create conditions that increase the probability that work-related informal learning will occur. Two strategies that facilitate informal learning in the workplace are mentoring and career development and planning. (Contains 10 references.) (YLB)

ED 441 161 CE 080 197

Hummelsheim, Stefan; Timmermann, Dieter
The Financing of Vocational Education and Training in Germany. Financing Portrait. CEDEFOP Panorama.
PUB DATE- 00
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citations (References); Definitions; Developed Nations; *Educational Finance; Educational Trends; Foreign Countries; *Job Training; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Germany

This report presents an overview of the financial aspects of the vocational education and training (VET) system in Germany. It is based on a survey that covered the following issues: (1) the economic, political, legal, and administrative background to the financing of the VET system; (2) the different types of training defined according to the national context; (3) the funding sources (central government, regional or local takes more vocational courses than vocational students do. A range of studies contain strong evidence that the generic technical skills and occupationally specific skills provided in VE increase worker productivity, skill transfer, job access, and job stability when vocational graduates find training-related jobs. Popular misconceptions about the labor market and college, including the widespread beliefs among parents that a four-year college degree will guarantee their children a place in the middle class and that every child has the aptitude and interests to succeed in an academic four-year college degree program, may reinforce the traditional negative image of VE. However, a closer look at the supply and demand in the labor market reveals evidence contradicting both these beliefs. Studies also confirm that, despite the fact that many people have negative impressions of VE, most hold very favorable attitudes toward many of the elements that are a traditional part of VE. (Contains 13 references.) (MN)

ED 441 180   CE 080 222

Kerka, Sandra
Lifelong Learning. Myths and Realities No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Learning; Behavioral Objectives; Economic Development; *Education Work Relationship; *Educational Needs; *Futures (of Society); *Human Capital; *Lifelong Learning; Postsecondary Education
IDENTIFIERS- *Social Capital

The concept of lifelong learning is surrounded by competing myths or visions that represent very different perspectives about the purposes and goals of education. In recent years, policy statements and the learning initiatives resulting from them are based on a predominantly economic rationale. They argue that globalization and technological change are widespread and permanent, and that shortages of high-level skills and inadequate education and training systems put the economic competitiveness of nations at risk. New work systems that require flexible, autonomous workers make human capital the most important resource in learning organizations, and continuous upgrading of skills is viewed as an investment in human capital. Lifelong skill development is considered primarily an individual responsibility, while the role of the state, along with employers, is to provide access to learning opportunities that individuals are free to choose. However, the human capital, economic perspective has been criticized, primarily in the United Kingdom and other European nations. Criticism is generated toward the philosophy of turning education from a public good to a private commodity, reducing individuals to their worker-producer-consumer roles, and shifting responsibility to the individual while ignoring the social nature of learning. An alternative to the human capital approach is a vision of lifelong learning based on social capital theory. In this view, lifelong learning is a public good with the goal of enriching individuals and society. In addition, there is debate about who actually participates in lifelong learning--and how it is defined. A learning society that encompasses learning for life as well as learning for work

(Groups); *Student Personnel Workers
IDENTIFIERS- *National Assn of Student Personnel Administrators

One focus for the NASPA in 1999 was professional development. This was provided through numerous workshops. New ground was broken this year in research to foster a better understanding of HIV/AIDS and diversity. Through the efforts of a specially designated working group, management guidelines for working with fraternities and sororities were developed. This annual report also discusses the following topics: workshops; publications; the Health Education and Leadership Program; new public policy division; and the Minority Undergraduate Fellows Program. Information on the activities of the regions is presented, and the year's award winners are listed. Financial information is also provided. The NASPA Web site is briefly discussed and three NASPA publications are summarized. (MKA)

ED 441 201 CG 030 003

Barnet, Barb, Comp.
NASPA Salary Survey, 1997-1998: Senior Student Affairs Officer Report.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Experience; Geographic Regions; Higher Education; Organizations (Groups); *Salaries; Sex Differences; *Student Personnel Workers; Surveys
IDENTIFIERS- *National Assn of Student Personnel Administrators

This report discusses the NASPA's Salary Survey for 1997-1998. A total of 1,131 surveys were sent out, and three follow-up reminders were sent by e-mail. The return rate was 37.9 %. This was a smaller return rate than for the past two surveys. The 1995-1996 survey had a response rate of 46.8%, and the 1993-1994 survey had a response rate of 55.2%. This report concentrates on the responses involving the Senior Student Affairs Officer (SSAO), the position at each of the institutions with responsibility for the total student affairs program. Results show that the average salary for those with a Ph.D./Ed.D. is $89,643. This figure is significantly higher than the average of $73,367 for those with an M.A./M.S. degree. None of the SSAOs claimed to have a Bachelor's degree as their highest degree earned. Several of those who selected the "Other" degree category wrote in the type of degree that they have. These include JD (Law), Ed.S., and Sacred Theology. Within the regions, the salaries are significantly higher for Ph.D./Ed.D than the M.A./M.S. degrees in regions III, IV East, IV West, and VI. However, no one region has a significantly larger Ph.D. salary than any other region, and no one region has a significantly larger M.A/M.S. salary than any other. Also, there are no significant differences among the region totals. (Contains 16 tables.) (Author/MKA)

ED 441 202 CG 030 007

Canter, Andrea, Ed.; Stanhope, Victoria, Ed.
Attention Problems. Communique Special Edition, Spring 2000.
PUB DATE- 00
NOTE- 26p.; Articles in this publication are reprints from "Communique," the official newspaper of the National Association of School Psychologists.
LANGUAGE- English

response rate. Thirty-nine schools employed reading specialists, while 17 had never had reading specialists. Principals indicated that specialists performed a multitude of tasks that ranged from working with students to performing leadership roles in the schools. Of the 15 specified tasks, instruction was identified as being carried out almost daily by the specialists. In stage 2, a sample of 30 was extracted from the 39 schools with reading specialists. Ultimately, 12 reading specialists were given a 24-item structured interview designed to obtain detailed information about how specialists fulfilled 5 leadership tasks. All saw themselves as school and community liaisons and fulfilled both an instructional and a leadership role. Those aspiring to be reading specialists should become knowledgeable about literacy teaching and learning and should have experiences that enable them to develop the leadership and communication skills necessary for their positions. (Contains 2 tables, a figure, and 17 references.) (NKA)

ED 441 222 CS 013 977

Elkins, John, Ed.; Luke, Allan, Ed.
Re/Mediating Adolescent Literacies.
PUB DATE- 00
NOTE- 74p.; Reprinted from the February 2000 themed issue of the "Journal of Adolescent & Adult Literacy," volume 43, number 5 (ISSN-1081-3004).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adolescents; Cultural Context; Foreign Countries; Higher Education; *Literacy; Power Structure; Secondary Education; Social Influences; Teacher Education
IDENTIFIERS- Australia; Media Literacy

Suggesting that teaching in New Times requires that educators read and re/mediate the social relations, the cultural knowledges, and the relationships of power between adolescents and their social, biological, and semiotic universes, this collection of essays offers new ways of seeing and talking about adolescents and their literacies. Most of the essays were presented at the 1999 International Reading Association annual convention in San Diego, California, and all are reprinted from the February 2000 issue of the "Journal of Adolescent and Adult Literacy." The essays are all deliberate attempts to raise and "change the subject" of adolescent literacy by pushing the boundaries of the field. After an editorial by Allan Luke and John Elkins, essays in the book are: "Reinventing Adolescent Literacy for New Times: Perennial and Millennial Issues" (Elizabeth Birr Moje, Josephine Peyton Young, John E. Readence, and David W. Moore); "Teenagers in New Times: A New Literacy Studies Perspective" (James Paul Gee); "New Literacies in Teacher Education" (Carmen Luke); "Fandom and Critical Media Literacy" (Donna E. Alvermann and Margaret C. Hagood); "Critical Literacy in Australia: A Matter of Context and Standpoint" (Allan Luke); and "But Will It Work in the Heartland? A Response and Illustration" (Cynthia Lewis and Bettina Fabos). (RS)

ED 441 223 CS 013 978

Moore, David W., Ed.; Alvermann, Donna E., Ed.; Hinchman, Kathleen A., Ed.
Struggling Adolescent Readers: A Collection of Teaching Strategies.

units that integrate the language arts across the science and social science curricula. After an introduction, units in the book are: "Inside Mother Earth"; "Push and Stretch, My Earthworm Pets"; "Where Did the Rain Go?"; and "Runaway Land" (dealing with erosion problems). Appendixes describe how to create a learning center in the classroom, how to create bulletin boards and file folders, and how to create a book. (Contains a 49-item glossary and 10 teacher resources.) (RS)

ED 441 243 CS 217 103

Mangelsdorf, Kate; Posey, Evelyn
Choices: A Basic Writing Guide with Readings. Second Edition.
PUB DATE- 00
NOTE- 675p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Basic Writing; Class Activities; Higher Education; Journal Writing; Persuasive Discourse; Portfolios (Background Materials); Research Skills; *Writing Instruction; *Writing Processes; *Writing Skills; Writing Strategies

Offering developmental students comprehensive, step-by-step instruction for writing expressive, informative, and persuasive essays, this book showcases the writing process and presents a wide variety of engaging assignments. It strengthens students' reading, thinking, and writing skills; validates their diverse and unique cultural experiences; and helps them use computers and the Internet for communication and learning. The book builds students' confidence by encouraging them to think of themselves as writers with important ideas to communicate. Chapters in the book are: (1) Composing Ourselves, Writing for Others; (2) The Writing Process; (3) Crafting Paragraphs; (4) Showing the Ways We Change; (5) Reporting Pastimes and Interests; (6) Analyzing Cultures; (7) Explaining Concepts; (8) Evaluating Your World; (9) Debating the Limits of Free Expression; (10) Identifying Issues, Proposing Solutions; (11) Keeping a Journal; (12) Conducting Primary, Library, and Internet Research; (13) Taking Timed Writing Tests; and (14) Assembling a Writing Portfolio. A handbook with exercises is attached. (RS)

ED 441 244 CS 217 104

McWhorter, Kathleen T.
Successful College Writing: Skills, Strategies, Learning Styles.
PUB DATE- 00
NOTE- 892p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Basic Writing; Cognitive Style; *Freshman Composition; Higher Education; Persuasive Discourse; *Reading Strategies; Research Papers (Students); Writing Processes; *Writing Skills; *Writing Strategies

This book provides students with the kind of extra help they will need to meet the demands of their first-year writing course as well as their other courses. Through its highly visual, student-centered approach, the book teaches basic skills and engages

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Audits; Ethnography; *Evaluation Methods; *Hermeneutics; Higher Education; Observation; *Organizational Communication
IDENTIFIERS- *Communications Behavior; *Symbolic Analysis

This paper calls for the inclusion of narrative, thematic, and metaphor analysis as organizational assessment or communication audit methods and discusses some practical means of integrating these symbolic interpretational devices. The paper begins by defining the notion of symbol as the message content important to the organizational member. It then discusses four assessment methodologies: (1) textual analysis, or hermeneutics; (2) symbolic interactionism, or examining roles within organizations; (3) ethnomethodology, which examines construction of knowledge through interaction; and (4) phenomenology, which explores conscious experience. The paper continues by emphasizing three basic methods: observation, questioning, and transcribing organizational text. The paper concludes that, by practicing these methods, researchers will provide more compelling and deeper assessments of organizations. (Contains 16 references.) (EF)

ED 441 264 CS 510 318

Edlger, Marlow
Improving Pupil Listening.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Listening; *Listening Skills; *Student Educational Objectives; Student Motivation; Student Needs; *Teacher Role
IDENTIFIERS- *Listening Strategies

Listening is relevant in all academic disciplines and in the "curriculum of life." The purpose or reasons for listening depend upon the speaking activity involved--thus listening in a conversation is different from listening to follow directions. The teacher needs to establish clear purposes or objectives for learners in the area of listening. To emphasize intrinsic motivation, the teacher needs to make learning opportunities interesting so that learners have an inward desire to learn. Becoming a good learner is ongoing and continuous. The goals established by the teacher for listening should be comprehensive and achievable--there should be balance among cognitive, affective, and psychomotor goals. Objectives need to have a quality sequence so that students individually can be successful learners. Learning opportunities to achieve the objectives should provide for diverse achievement levels of learning among learners. Concrete, semi-concrete, and abstract experiences in listening should be offered. Evaluation procedures to ascertain learner progress need to be varied and need to assist in determining how well students are doing. Diagnosis and remediation are inherent concepts when viewing results from the evaluation process. (NKA)

ED 441 265 CS 510 319

presidents in Louisiana public school districts on the criterion variable of superintendent competencies needed for continued employment in the superintendency. It sought as well to determine if these differences are related to the variables of age, gender, years of experience, and size of district. The ultimate goal was to provide data from the study to the Louisiana School Boards Association and the Louisiana Association of School Superintendents. Subjects were drawn from 66 public school superintendents and public school board presidents. There was no significant difference in the importance perceived by public school board presidents and superintendents of Louisiana on the superintendent competencies. Each of the superintendent competencies was similarly valued regarding the level of importance placed on them by superintendents and board presidents. Appendices contain Survey Questionnaires for School Board Presidents and Superintendents and Report of Means for Superintendents and School Board Presidents on Competencies Causing Dismissal. (Contains 28 references.) (DFR)

ED 441 284 EA 030 412

Sewall, Angela Maynard; Smith, Tom E. C.
Administration in P-12 and Higher Education: Similarities and Differences.
PUB DATE- 99
NOTE- 5p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Curriculum Development; Curriculum Problems; *Educational Administration; *Educational Finance; *Elementary Secondary Education; Faculty Evaluation; *Higher Education; Occupational Information; Parent Influence; Personnel Needs; *School Based Management; State Boards of Education
IDENTIFIERS- Mid South Educational Research Association

The administration of educational programs has become a profession, requiring specific training and a variety of experiences for individuals to serve effectively in the role of educational administrator. For the most part, individuals think of school administration as it pertains to grades P-12; however, higher education administration is very similar to P-12 administration. Many of the job responsibilities performed by P-12 administrators are also performed by administrators in higher education settings. These include budgeting, curriculum issues, personnel issues, and faculty governance. There are, of course, some differences. Dealing with parents is rarely a problem in higher education, while working with state agencies is more of a concern for P-12 administrators. Despite similarities and differences, however, the major differences in the roles of P-12 and higher education administrators is how the roles are carried out. While some school systems have moved to site-based management, the degree of autonomy held by P-12 faculty members does not come close to the autonomy exercised by higher education faculty. (DFR)

ED 441 285 EA 030 413

Wallin, Dawn C.

SPONS. AGENCY- Western Oregon Univ., Monmouth. Teaching Research Div.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Assistive Devices (for Disabled); *Auditory Perception; Case Studies; Cognitive Processes; Computer Software; *Computer Uses in Education; Curriculum; *Deaf Blind; *Early Intervention; *Educational Strategies; Elementary Secondary Education; Perceptual Impairments; Preschool Education
IDENTIFIERS- *Central Auditory Processing Disorders; Perkins School for the Blind MA

These three issues address topics relating to the education of children with deaf-blindness. The fall 1999 issue features the article, "Central Auditory Processing Disorders: An Overview of Assessment and Management Practices" (Mignon M. Schminky and Jane A. Baran), which discusses symptoms of Central Auditory Processing Disorder (CAPD), behavior manifestations of CAPD, how CAPD is assessed, educational implications of CAPD, and management strategies that can be used to remediate CAPD. The winter 1999-2000 issue features the article, "Computers in Our Classrooms" (Wendy L. Buckley), which presents an overview of computer modifications, adaptive equipment, and selected software programs used with children in the Deaf-Blind Programs at Perkins School for the Blind. The examples and ideas that are presented can be applied to a variety of other types of computer equipment and programs. The spring 2000 issue features the article "Lessons from Project PLAI Promoting Learning through Active Interaction in California and Utah: Implications for Early Intervention Services to Infants Who Are Deaf-Blind and Their Families" (Deborah Chen, Linda Alsop, and Lavada Minor). This article discusses the success of a project that developed resource materials that early intervention programs could use to teach families how to promote their infants' communication development. The goals, participants, training, and challenges of the PLAI project are described, along with PLAI curriculum modules and a case study. (CR)

ED 441 305 EC 307 822

Liu, Kristin K.; Anderson, Michael E.; Swierzbin, Bonnie; Thurlow, Martha L.
Bilingual Accommodations for Limited English Proficient Students on Statewide Reading Tests: Phase 1. State Assessment Series, Minnesota Report 20.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Bilingual Students; *Educational Assessment; Language Minorities; *Limited English Speaking; Middle Schools; *Multilingual Materials; *Reading Achievement; Reading Comprehension; Spanish Speaking; State Programs; Translation
IDENTIFIERS- *Minnesota

This report shares the initial Phase 1 results from a quantitative and qualitative study examining the feasibility interpretation, test norms, and test reliability and validity. A copy of the adolescent version of the test is included. (Contains 106 references.) (CR)

ED 441 323 EC 307 840

Bootel, Jaclyn A.; Warger, Cynthia L.
Political Advocacy Handbook: Activating Grassroots Involvement.
PUB DATE- 97
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activism; Advocacy; *Change Agents; *Child Advocacy; *Disabilities; Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Legislation; Legislators; *Lobbying; Mass Media; Policy Formation; Political Issues; Public Officials; *Special Education; Training

This handbook is designed to assist special education advocates in developing the capacity to mount an effective advocacy campaign at the state and federal levels. It is divided into the following four separate training modules: (1) "Introduction to Advocacy"; (2) "Understanding the Governmental Process"; (3) "Changing Public Policy"; and (4) "Building Coalitions and Networks." Modules are organized as self-contained sets of training materials. Each module includes background information on the topic, suggested workshop or training session activities, and ideas for applications. The handbook describes the history and evolution of current concerns and explains successful advocacy efforts upon which to draw. It discusses the basic tools for advocacy, which include knowledge of the legislative or regulatory process, effective communication skills, and effective access to the media. It illuminates what motivates both elected and nonelected officials, what catches their attention, and what makes them respond. The handbook also offers advice on building coalitions, framing key issues and packaging important information, and understanding how to use the media as a tool to advance a cause. A glossary and several masters for overhead transparencies conclude the handbook. (Contains 11 references.) (CR)

ED 441 324 EC 307 920

Storms, Jane; O'Leary, Ed; Williams, Jane
The Individuals with Disabilities Education Act of 1997 Transition Requirements: A Guide for States, Districts, Schools, Universities and Families.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 00
NOTE- 113p.; This document has been reviewed by the U.S. Office of Special Education Programs (OSEP) for consistency with the Individuals with Disabilities Education Act (P.L. 105-17) and the final regulations published on March 12, 1999. For related transition requirements guide, see ED 393 243.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Compliance (Legal); *Disabilities; Education Work Relationship; Educational Legislation; Federal

Nunan, David
Second Language Teaching & Learning.
PUB DATE- 99
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Educational Trends; English (Second Language); Language Research; Language Skills; Learning Processes; Learning Strategies; *Second Language Instruction; *Second Language Learning; Teacher Education; *Teaching Methods; Trend Analysis

The purpose of this volume is to provide a contemporary portrait of second language learning and teaching, to identify major trends and issues, to show where these trends and issues have come from, and to illustrate ways teachers can incorporate these ideas in their own teaching practice. The book is a personal account, tracing the author's struggles with theoretical and conceptual issues and illustrating practical solutions. The book is intended for practicing teachers as well as future teachers. It is composed of ten chapters divided into three parts. Part one is a concept map for the rest of the book, covering the conceptual and empirical basis for second language learning and teaching. In part two, language is looked at in context, focusing on those aspects of language that can provide teachers with insights for developing materials and pedagogical procedures. The chapters focus on the learner and learning processes respectively. Part three focuses on thematic issues that arose in parts one and two. Chapters examining the "Cinderella skill," what it is that differentiates spoken from written language, key theoretical and empirical underpinnings of a reading program, and a discussion of a discourse-based approach to writing complete the book. A glossary, index, and extensive references, as well as many charts, tables, and diagrams are included. (KFT)

ED 441 345 FL 026 268

Gray, Jan; Hunter, Janet
Breaking the Cultural Cycle: Reframing Pedagogy and Literacy in a Community Context as Intervention Measures for Aboriginal Alienation.
PUB DATE- 00
NOTE- 40p.; Paper presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- . MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Attendance Patterns; Cultural Differences; *Culturally Relevant Education; English (Second Language); Foreign Countries; Health; *Indigenous Populations; Language Minorities; *Literacy; Multicultural Education; Parent Role; Second Language Instruction; Second Language Learning; *Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Australia

This paper presents an alternative view to the pedagogical needs relating to literacy for Aboriginal students. The question posed is how to utilize this knowledge to lessen the impact of perceived failure in early schooling of entrenched non-

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; College Administration; *College Presidents; *Compensation (Remuneration); Contracts; Decision Making; Disclosure; Fringe Benefits; Governing Boards; Higher Education; *Salaries

This book is designed to help leaders of higher education institutions set and negotiate compensation for academic presidents. Its central aim is to strengthen governing board decisions regarding presidential compensation, though it also focuses on other highly compensated institutional officers. The findings are based on interviews with independent and public higher education officials, legal experts, government officials, and recruitment and compensation specialists, as well as a survey of board chairs and presidents from four- and two-year public and private institutions. The study finds that the roles of college and university presidents differ from their counterparts in several respects: their responsibilities far exceed their authority, which is limited by statute, bylaws, or institutional culture; their motivation for attracting funding is to enrich the institution's mission rather than build value for shareholders; and much of their prior work as teachers and scholars does not truly prepare them for the responsibilities of the presidency. Chapters summarize major findings and 'good practice' recommendations. They also discuss the context for presidential compensation; public accountability demands; board structure and decision making; public communication strategies; using outside information and expertise; and employment contracts. Two appendixes offer additional options to consider in compensation contracts and a summary of survey results. (SM)

ED 441 364 HE 032 820

Ingram, Richard T.; Weary, William A.
Presidential & Board Assessment in Higher Education: Purposes, Policies & Strategies.
PUB DATE- 00
NOTE- 91p.; Produced with the collaboration of Mary Patterson McPherson and Barry Munitz. For "Presidential Compensation in Higher Education," see HE 032 819.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Presidents; Evaluation Methods; Governance; Governing Boards; *Higher Education; Leadership; *Performance Based Assessment; Self Evaluation (Individuals); Trustees

This publication argues for a tripartite policy in higher education that integrates presidential and board reviews and sets out assessment policies that recognize that finding and retaining executive leadership is the board's first responsibility, that integrate presidential and board performance reviews, that make clear that the governing board is responsible for reviewing the chief executive's performance, and that clearly articulate the primary purpose of the review. The report advocates a systematic approach to performance assessment which includes: (1) annual review of presidential stewardship, emphasizing mutual goal setting by means of a written management review or self-assessment prepared by the chief executive and formally reviewed by the board; (2) periodic reviews of board performance facilitated by a

NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Comparative Analysis; Dental Schools; Graduate Study; Higher Education; In State Students; Medical Schools; National Norms; Out of State Students; Peer Institutions; Professional Education; Public Colleges; Student Costs; Tables (Data); *Tuition; Two Year Colleges; Undergraduate Study; Veterinary Medical Education
IDENTIFIERS- *Washington

This 31st annual report of tuition and fees at public institutions in the 50 states compiled by the Washington State Higher Education Coordinating Board (HECB) examines tuition and fees at Washington State institutions compared to national averages. Generally, Washington institutions of higher education charge fees that: (1) are less than the national average for resident undergraduate tuition and fees; (2) are substantially more than the national average for resident and nonresident graduate tuition and fees at research and comprehensive universities; and (3) are substantially more for nonresident undergraduate tuition and fees at comprehensive universities and community colleges. Three appendixes comprise the bulk of this report. The first discusses the national peer comparison groups used as benchmarks for Washington institutions and provides tables displaying the relationship of tuition and fees at Washington institutions to those of their respective peer groups for the years 1995-96 to 1999-2000. It also includes data on full-time tuition and fees for the first professional degree programs of medicine, dentistry, and veterinary medicine at the University of Washington and Washington State University compared to their respective peer groups. Appendix 2 contains an overview of Washington State tuition and fee policies and legislation since 1997; appendix 3 lists four-year colleges and universities participating in the survey. (SM)

ED 441 384 HE 032 861

Accountability Update, March 2000.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *College Faculty; Enrollment Trends; *Evaluation Criteria; Faculty Evaluation; Graduation; Higher Education; *Institutional Evaluation; Minority Groups; Productivity; Public Colleges; School Holding Power; Service Learning; State Colleges; State Legislation; State Standards; State Universities; Tables (Data)
IDENTIFIERS- Faculty Productivity Reports; Graduation Rates; *Washington

This report provides the Washington State legislature, the Governor, and other interested parties with an update on the accountability performance of each of the state's public baccalaureate institutions (Central Washington University, Eastern Washington University, Evergreen State College, Washington State University, Western Washington University, and University of Washington). It compares the 1998-99 academic year performance of each institution with its own 1998-99 targets and with its performance from the preceding year. The

(of Society); *Information Networks; *Information Sources; International Programs; *Library Associations; Library Education; Library Role; Lifelong Learning; Postsecondary Education
IDENTIFIERS- International Federation of Library Associations

This proceedings of the 1999 IFLA (International Federation of Library Associations and Institutions) annual conference contains: information on the current, future, and past conferences; a message from H.R.H. Princess Maha Chakri Sirindhorn, the patron of the Thai Library Association; a conference program; an alphabetical list of authors; and 112 papers presented at the conference. The conference theme is "On the Threshold of the 21st Century: Libraries as Gateways to an Enlightened World." Subtopics include: (1) strengthening the gateway, including legal aspects of information access, library staff education and training, affordable and efficient communication links, and education at all levels as a component of the lifelong learning process; (2) assuring the quality and quantity of information, including development of quality information sources, development of search engines and other means to access information sources, the changing roles of Universal Bibliographic Control (UBC) and Universal Availability of Publications (UAP), publishing in all media for an enlightened world, and conservation of documentary heritage and provision of wider access; and (3) networking for "quality of life," including libraries for peace and conflict resolution, libraries for cultural development and aesthetic appreciation, libraries for healthy bodies and wholesome minds, environment and culture information networks, and networking services for the disadvantaged and abused. (Each paper contains references.) (MES)

ED 441 404 IR 057 675

Allprand, Joan M.
Cataloguing in the Universal Character Set Environment: Looking at the Limits.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alphabets; *Bibliographic Records; *Cataloging; Second Languages; *Standards
IDENTIFIERS- Anglo American Cataloging Rules 2 Revised; MARC; *Transcription; *Unicode

A new era for multilingual, multiscript computing is beginning, due to the development of the Unicode Standard and International Standard ISO/IEC 10646. The character content in these publications is kept carefully synchronized. With the addition of Ethiopic, Mongolian, and Sinhala, all of the world's major scripts are covered. Catalogers may expect that such an extensive character repertoire will meet all their needs for exact transcription of bibliographic data. This paper examines the topic of exact transcription and situations where it is not applied currently. The conceptual structure underpinning the character repertoire of the Unicode Standard and ISO/IEC 10646 is explained, followed by a discussion of whether the use of simple strings of characters can meet all needs for exact transcription. (Contains 15 references.)

University of Texas Press. It was renamed Libraries & Culture in 1988. While there has been some continuity in the Florida and Texas years, during the former period the journal seemed linked more to the library profession, whereas during the Texas years it has been linked more to the literary humanities and the history professions. It presently strives to be an interdisciplinary journal that explores the significance of collections of recorded knowledge--their creation, organization, preservation, and utilization--in the context of cultural and social history, unlimited as to time and place. The history of this unique journal is intertwined with the evolution of library history in the last third of the twentieth century. (Contains 24 endnotes.) (Author/MES)

ED 441 426 IR 057 697

Dean, John F.
Collections Care in Southeast Asia: Conservation and the Need for the Creation of Micro-Environments.
PUB DATE- 99
NOTE- 15p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Archives; Foreign Countries; Higher Education; *International Programs; *Library Collections; Library Services; Needs Assessment; *Preservation; Training
IDENTIFIERS- *Asia (Southeast); Burma; Cambodia; Cornell University NY; Laos; *Library Materials Conservation; Myanmar; Thailand; United States; Vietnam

For a variety of reasons, collection care in Southeast Asia, especially in the northern regions, is fraught with many difficult challenges. Climates that are unfriendly to paper-based materials, poor economies, war, and civil unrest, are just a few of the reasons that librarians and archivists find it extremely difficult to ensure the survival of cultural property. The rate of deterioration can be slowed and, in some cases, reversed through actions that are relatively low-cost and uncomplicated. This paper discusses some of the strategies employed by the Cornell University (New York) Department of Preservation and Conservation to preserve materials in Burma, Cambodia, Laos, Viet Nam, and Thailand in projects conducted over the last ten years. The need for careful needs assessments and clear articulation of them will be discussed in the context of competing for the necessary resources from international funding agencies, along with descriptions of stabilization operations. (Contains 25 endnotes.) (Author/MES)

ED 441 427 IR 057 698

Diakite, Fatogoma
Services of Libraries and Reading in Mali.
PUB DATE- 99
NOTE- 14p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

practice, focusing on areas that suggest the need for re-investigation of social science needs and behavior, including advances in bibliometric methodology, changing the concept of the user to enlarge the perspective of information behavior to its context in the real world, and advances in information technology. Worldwide socioeconomic implications are addressed in the next section, including economic loss resulting from sub-optimal information infrastructures in developing countries, as well as problems in accessing information for practitioners in developing countries. (Contains 15 references.) (MES)

ED 441 448 IR 057 719

Khoo, Christopher S. G.; Poo, Danny C. C.; Toh, Teck-Kang; Hong, Glenn
E-Referencer: Transforming Boolean OPACs to Web Search Engines.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; Computer Software Development; *Computer System Design; *Expert Systems; *Information Retrieval; *Library Catalogs; *Online Catalogs; Relevance (Information Retrieval); Search Strategies; Subject Index Terms; World Wide Web
IDENTIFIERS- Boolean Search Strategy; Intermediaries; *Natural Language; *Search Engines

E-Referencer is an expert intermediary system for searching library online public access catalogs (OPACs) on the World Wide Web. It is implemented as a proxy server that mediates the interaction between the user and Boolean OPACs. It transforms a Boolean OPAC into a retrieval system with many of the search capabilities of Web search engines. E-Referencer encapsulates some of the knowledge and searching expertise of experienced librarians. It processes the user's natural language query, maps the query words to Library of Congress subject headings, selects a suitable search strategy, and formulates an appropriate search statement to send to the library system. Based on the user's relevance feedback on the search results, it further selects a strategy for refining the search. (Author/MES)

ED 441 449 IR 057 720

Bizjak, Vilenka Jakac; Novljan, Silva
The Changing Role of the National Library Advisory Service in Slovenia.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Advisory Committees; Change; Elementary Secondary Education; Foreign Countries; Library Automation; *Library Development; *Library Networks; *Library

microfilm, cooperative microfilming, use of national library cold store for storage of masters, and discard of hardcopy newspapers. (MES)

ED 441 471 IR 057 742

McKern, Debra
Fitness for Purpose: The Role of Stabilization in a Collections Conservation Program.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674. Some tables are not available with this report.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Library Materials; Library Personnel; National Libraries; *Preservation; Training
IDENTIFIERS- *Library Materials Conservation; *Library of Congress

Library preservation programs have focused traditionally on two areas: (1) conservation or restoration techniques to preserve the original item as an artifact; or (2) reformatting of items to microfilm or digital formats to preserve the intellectual content. A collections conservation program focuses on the maintenance or stabilization of endangered research materials. The cost effectiveness of treatments is maximized by batching work, using permanent durable material, and employing sound methods. This collections conservation concept will be demonstrated by illustrating treatments used by the Library of Congress and their comparable costs, including: library binding; mass deacidification; in-house repair and binding; box-making using an automated machine; and labeling using the Z39.50 protocol to download bibliographic information. Training and level of staff are also discussed. (Author/MES)

ED 441 472 IR 057 743

Metz, Johannes
International Exchange of Official Publications.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Electronic Publishing; Foreign Countries; *Government Publications; Guidelines; *Information Transfer; *International Programs; National Libraries
IDENTIFIERS- Germany; *Information Exchange; *UNESCO

International exchange agreements potentially serve to facilitate the free access to official materials from abroad, similar to depository programs for national official publications collections and with corresponding issues of collecting and archiving electronic publications. In this connection, it is necessary to distinguish between exchange relations of individual institutions and those of states intending to inform each other of their activities as expressed in government

Education; *Information Literacy; Librarian Teacher Cooperation; Library Instruction; Library Role; *Library Services; Users (Information); World Wide Web
IDENTIFIERS- Course Development; University of Melbourne (Australia)

This paper outlines the University of Melbourne (Australia) Library's response to the changing organizational environment. The first section provides background on the university and library, including the creation of a new position, Research Consultant, that was designed in response to concerns expressed by academics that the library was not meeting the information or research needs of the postgraduate community. The School of Graduate Studies is described in the second section, including data on postgraduate enrollment by course level, mode, and country. The following key responsibilities of the Research Consultant are summarized in the third section: provide support to postgraduate students; coordinate the matching of postgraduate information needs with the appropriate library service; act as a liaison with the University of Melbourne Postgraduate Association to ensure that research and information needs of postgraduates are met; strengthen the communication between the library and the School of Graduate Studies; and contribute to the international profile of the school. The fourth section discusses information literacy programs, including development of online bibliographic instruction tutorials and partnership of library staff and academics in developing World Wide Web-based courses. (Contains 10 references.) (MES)

ED 441 495 IR 057 766

Ruksasuk, Narumol
Library and Information Science Distance Education in Thailand in the Next Decade.
PUB DATE- 99
NOTE- 14p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; Foreign Countries; Higher Education; *Information Science Education; *Instructional Design; *Instructional Systems; *Library Science; World Wide Web
IDENTIFIERS- *Instructional Systems Design; Thailand; *Web Based Training

This paper discusses library and information science distance education in Thailand. Following an introduction, background information is provided on distance education, including reasons why many countries have found distance education to be a good way to disseminate education (i.e., geographical isolation, social isolation, and disadvantaged groups), and changes in technology. World Wide Web-based instruction (WBI) is covered in the next section, including the Web as a source of information, as electronic book, as teacher, and as a communication medium between teacher and students. Principles to be taken into account in designing effective WBI are also summarized, including motivating the learner, identifying what is to be learned, reminding learners of past knowledge, requiring active involvement, providing guidance and feedback, testing, and providing enrichment and remediation. The next

PUB DATE- 99
NOTE- 91p.; A supplement to "A Brief History of the Management World of the UMCP Libraries" by Robert Merikangas, October 1996.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Cooperation; Educational History; Heuristics; Higher Education; *Library Administration; *Organizational Change
IDENTIFIERS- *University of Maryland

This study examines the management practice of the libraries of the University of Maryland from October 1996 to spring 1999. The historical dimension focuses on the implementation of the recommendations of internal communication proposals and proposals for service organization changes. The promised move to shared governance is outlined, especially in relation to the new team organizations in Public Services. A large gap between the rhetoric of change in business terminology and the reality of change in library operations is documented. In the heuristic dimension, questions relevant to quality improvement are listed and a few selected references are provided. The audiences are intended to be the Library Council as well as the library management, library staff, and any outside review committees. It should also be of interest to library school faculty and students. (Author)

ED 441 517 IR 057 852

Sagee, Kathleen D., Ed.
Centennial State Libraries Newsletter, 1999.
PUB DATE- 99
NOTE- 106p.; Federal funds from Library Services and Technology Act/CFDA 45.310 support this publication. Published monthly. The editor's name changed.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Grants; *Libraries; Library Development; Library Funding; Library Services; Newsletters; Public Libraries; School Libraries; State Libraries; State Programs
IDENTIFIERS- Colorado State Department of Education; *Colorado State Library

This document consists of 12 consecutive issues of the monthly "Centennial State Libraries" newsletter, of the Colorado Department of Education State Library and Adult Education Office. The issues cover the year 1999. Each issue--except the August issue which is an Annual Report--includes some or all of the following sections: current events ("It's happening..."); ACLIN (Access Colorado Library & Information Network) Update; CLC (Colorado Library Card) members information updates and corrections to the directory if needed; publication information on Colorado State publications; "Library News," and a "Notes To Note" bulletin on the back page. Topics include contest, award, grant, event, and other announcements; library projects; partnerships; and library programs and services. The Annual Report presents highlights of the year, followed by year-end summaries under the following headings: "Library Development"; "Library Services and Administration"; "Library Research Services LRS "; "Networking and Resource Sharing"; and "Colorado Talking Book Library." (AEF)

ED 441 518 IR 057 853

(141)
DESCRIPTORS- *Community Colleges; Educational History; *Educational Needs; Educational Planning; Educational Policy; *Institutional Mission; *Long Range Planning; *Master Plans; School Districts; Two Year Colleges
IDENTIFIERS- *Foothill de Anza Community College District CA

This document presents Foothill-De Anza Community College District's educational master plan. This report begins with the district's mission statement and is divided into five parts. "Preface: The Last Decade" looks at what occurred at Foothill-De Anza Community College District from 1988-98. "Plan Overview" outlines the purpose of the Educational Master Plan and describes the planning process at Foothill-De Anza as a simultaneously top-down and bottom-up process. "The External Environment and Its Implications" examines what is impacting the district now and into the future. It also describes the seven planning premises: dynamic demography, major social change, Silicon Valley, intense pressure for workforce development, increasing competition and cooperation, enhancement of fiscal resources, and new initiatives in state leadership. "Major Themes, Needs, and Directions" highlights student access, student success, infrastructure/physical plant, institutional organization, community and communication, budget, enrollment management and fiscal stability, technology, diversity, and human resources. "Fulfilling Our Vision" concludes with a message from the chancellor and a summary of priorities, goals, and strategies to preserve the district's reputation for excellence and its human, physical, and fiscal resources, and to advance its student access and success. (VWC)

ED 441 538 JC 000 378

Long Range Plan.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Objectives; Educational Planning; *Educational Quality; *Institutional Mission; *Long Range Planning; Two Year Colleges
IDENTIFIERS- *Jefferson College MO

This document presents Jefferson College's "Long Range Plan," which is intended to provide the College's governing board, administration, and faculty and staff with a task-oriented blueprint for maximizing the delivery of higher education services to students and the community in a predictable, programmatic, and fiscally sound manner. Jefferson College espouses the proposition that an institution that plans, implements, assesses, and documents its accomplishments also benefits through public, professional, and political recognition as an accredited institution providing high quality services. A system is in place to monitor the plan's activities, document progress, and make reasoned adjustments as needed. This written plan specifies the goals, objectives, strategies, performance measures, funding sources, persons responsible, and completion timelines. The College's strategic aims are: (1) solidify the reputation of Jefferson College as a premier community college in Missouri at the beginning of the 21st century; (2) maximize academic, vocational-technical, and personal outcomes for Jefferson College students; (3) facilitate and enhance the collegiate experience of all Jefferson College students; (4) enhance student learning and activities, an individual earns Time Dollars, which can then be used to buy an hour of service. This chapter describes Time Dollars as an exchange that recognizes that all community members have skills, services, and goods necessary for the community to be whole, and presents the philosophy behind the strategy. Chapter 2 outlines ways in which Time Dollars are consistent with family support practice and how Time Dollars can complement family support services. Chapter 3 discusses how applying co-production to social service delivery can result in two-way transactions relying on reciprocity. Chapter 4 details the process for using Time Dollars, including establishing staffing, developing Time Dollars activities, recruiting participants, and implementing and maintaining Time Dollars. Chapter 5 discusses further details in running a Time Dollars network, including adding material goods and professional services. Chapter 6 provides examples of applications of Time Dollars strategies, including its link to child care, youth development, and senior support programs. Chapter 7 contains brief descriptions of how programs nationwide are using Time Dollars. Seven appendices include sample forms, frequently-asked questions about establishing community-based childcare, and social capital resources. (KB)

ED 441 558 PS 028 488

Jeppson, Elizabeth; Thomas, Josie; Markward, Anthony; Kelly, JoAnne; Koser, Gail; Diehl, David
Making Room at the Table: Fostering Family Involvement in the Planning and Governance of Formal Support Systems. Facilitators' Guide to Group Discussion, 3-Hour Version.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agency Cooperation; Cooperation; Empowerment; Experiential Learning; *Family Involvement; Family Programs; *Family (Sociological Unit); Group Activities; *Group Discussion; *Leaders; Leaders Guides; Participative Decision Making; Policy Formation; Program Development; Self Evaluation (Groups); Social Support Groups; Workshops
IDENTIFIERS- *Family Support

Health, education, and human service agencies are beginning to think strategically and systematically about how to provide family members with opportunities for meaningful involvement as partners. Noting that collaboration between families and professionals in program and policy settings requires all parties to acquire new skills, this guide for group facilitators provides experiential exercises to help family members and professionals forge new relationships and formulate new ideas for future work together. Activities for this 3-hour group meeting use a variety of learning formats, including brainstorming, individual reflection, large and small group discussion, and case study analysis. The guide provides information on the recommended group size, trainer or facilitator qualifications, materials needed, ways to modify the training, and information on additional resources. Also included are extensive notes for trainers or facilitators, a sample meeting agenda, activity instructions and materials needed, and handouts. (KB)

ED 441 559 PS 028 535

suicides; (13) public school enrollment; (14) eighth graders' attitudes toward grades; (15) fourth graders not meeting state testing standards; (16) child abuse referrals; (17) injury mortality; (18) firearm deaths; (19) juvenile arrests; and (20) children in juvenile rehabilitation facilities. The report shows improvement in teen birth and pregnancy rates, rate of divorces involving children, average wages and per capita income, percent of working families with children in poverty, infant mortality rate, immunization rates, mortality from medical conditions or suicide, percent of children without health insurance, rate of prenatal care, fourth graders' reading and math scores, child abuse referrals, firearms or homicide mortality rate, juvenile arrests, and mortality from unintentional injuries (birth to 14 years). However, worsening rates are evident in births to unmarried mothers, percent of jobs that are high-wage, number of poor children, low birthweight rate, eighth graders' reading scores, mortality from unintentional injuries (15 to 19 years), domestic violence arrests, and children in juvenile rehabilitation facilities. The report concludes with information on data sources. (KB)

ED 441 577 PS 028 566

Marvinney, Sandy, Ed.
The State of Washington's Children. Seventh Annual Report .
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Washington State Dept. of Social and Health Services, Seattle. Div. of Alcohol and Substance Abuse.; Boeing Co., Seattle, WA.
PUB DATE- 99
NOTE- 36p.; For Sixth Annual Report, see PS 028 565.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Guns; Infant Mortality; Infants; Mortality Rate; One Parent Family; *Social Indicators; *State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; Unemployment; *Well Being
IDENTIFIERS- *Indicators; Out of Home Care; Vaccination; *Washington

This KIDS COUNT seventh annual report examines statewide trends in the well-being of Washington's children. The statistical portrait is based 24 key indicators of well-being: (1) teen birth rate; (2) teen pregnancy rate; (3) births to unmarried mothers; (4) divorces involving children; (5) family foster caseload; (6) average real wages; (7) per capita income; (8) jobs in high- and low-wage sectors; (9) child poverty; (10) children without health insurance; (11) infant mortality; (12) low birthweight; (13) immunization; (14) suicide; (15) fourth graders' academic achievement; (16) student engagement; (17) perceived school safety; (18) public school enrollment; (19) child abuse and neglect referrals; (20) unintentional injury mortality; (21) homicide deaths; (22) firearm deaths; (23) domestic violence arrests; and (24) juvenile arrests for violent crimes. The report includes a section on substance use, violent behavior, and school performance in adolescence. Findings indicate that there have been improvements in teen birth and pregnancy rates; average wages and per capita income; child poverty; number of children without health insurance; infant mortality rate; early prenatal care rates;

strategy for graduate students within an HRD graduate program. The study further indicated that learning progressed to a high analytical level during electronic discussion and that group process development also facilitated learning. The first and third papers contain substantial bibliographies. (MN)

ED 441 087 CE 080 098

Linking HRD Theory and Practice. Symposium 2. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 25p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adult Learning; Definitions; *Educational Objectives; Educational Philosophy; *Educational Practices; *Educational Theories; *Labor Force Development; Literature Reviews; *Theory Practice Relationship; Training Methods; Training Objectives

This document contains three papers from a symposium on linking human resource development (HRD) theory and practice that was conducted as part of a conference on HRD. "Development towards What End? An Analysis of the Notion of Development for the Field of Human Resource Development" (F. Peter Kuchinke) examines the following alternative views of adult development that can serve to distinguish competing schools of thought regarding the theory and practice of HRD: the person-centered view (which aims at self-realization of the individual); the production-centered view (which focuses on organizational goals); and the view of development as principled problem solving. "A Study of the Influence of the Theoretical Foundations of Human Resource Development on Research and Practice" (Tim Hatcher) reports on a study that surveyed researchers and practitioners in the HRD academic community to determine which theoretical foundations are and will be influencing the field and which foundations are and will be most important in research and practice. "Clarifying and Defining the Performance Paradigm of Human Resource Development" (Elwood F. Holton III) proposes a definition of the performance paradigm of HRD, discusses 11 core assumptions of the paradigm, and refutes criticisms of the paradigm. All three papers contain substantial bibliographies. (MN)

ED 441 088 CE 080 099

Motivation for Learning and Performance. Symposium 3. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 26p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Employee Attitudes; *Empowerment; Environmental Influences; *Holistic Approach; Job Training; *Labor Force Development; *Learning Motivation; Literature Reviews; Nonprofit Organizations; Predictor Variables; *Work

Technology, of the Academy of Human Resource Development (HRD) 2000 Conference Proceedings. "Strategies for Facilitating Interaction When Using Technology-Mediated Training Methods TMTM " (Jeffrey S. Lewis, Gary D. Geroy, Orlando Griego) focuses on differences between face-to-face and technology-mediated delivery and provides strategies for facilitating interaction when using TMTM. "The Determination of Factors Affecting User Acceptance of a Computer-Based Training Support Tool in the Workplace" (G. Dale Wagner, Daniele D. Flannery) reports a study that found determinants chosen to approximate user acceptance differed slightly between civilian and military respondents; individual and organizational characteristics were important in influencing perceived usefulness; and behavioral intention was the primary determinant for user acceptance. "Distance Education at the University of the West Indies UWI -- Positioning the Institution as a Catalyst for HRD in the Caribbean Region: A Case Study" (Carmeta Tate-Blake) reports study data that UWI has made progress in production of course materials, number of courses offered, quantity and quality of materials, student enrollment, and student support services, but quality issues still revolved around the timely production and shipping of materials. (YLB)

ED 441 106   CE 080 117

Schwindt, Robert C.; Tsai, Ping-Lun
The Use of Internet Courses in HRD Programs. Innovative Session 3. Concurrent Innovative Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 6p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Delivery Systems; *Distance Education; Educational Trends; Graduate Study; Higher Education; *Internet; *Labor Force Development; National Organizations; *Professional Continuing Education; Professional Development; Surveys; *World Wide Web
IDENTIFIERS- *Academy of Human Resource Development

Faculty members at 58 institutions belonging to the Academy of Human Resource Development (AHRD) were surveyed to identify trends in the use of Internet courses in graduate human resource development (HRD) programs. Of the 27 institutions that submitted valid responses, 10 offered Internet courses in HRD and 17 did not. Of the 17 that did not, 2 planned to add Internet courses in the future. Among the reasons given for not offering Internet courses were the following: not enough time to develop courses; lack of experience to develop Internet courses; lack of time to deliver and administer courses; lack of equipment; and insufficient student demand. The following policies and procedures related to Internet courses were in place by at least some of the schools offering Internet courses in HRD: technical support; instructional design support; intellectual property right of developer; release time to develop courses; and smaller course loads for teaching Internet courses. The respondents from schools offering Internet courses reported that lack of the following items posed problems: experience, staff, security for course and student information, location for an on-campus network, and equipment. Six advantages and 11 disadvantages of Internet courses were synthesis of five keys for developing passion and occupational intimacy. "The Influence of Multiple Performance Interventions on Employee Turnover: A Case Study" (Tim Hatcher) reports a study that addressed employee turnover in a textile plant as a multi-faceted performance issue and identified causes of turnover through a performance analysis and results of implementation of multiple interventions designed to influence employee turnover. The papers contain reference sections. (YLB)

ED 441 124 CE 080 135

Career Development. Symposium 34. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 23p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Adult Development; Adult Education; *Career Change; Career Development; Career Education; Career Planning; *Cross Cultural Training; Diversity (Institutional); Higher Education; Hispanic Americans; Human Resources; *Labor Force Development; Management Development; *Midlife Transitions; Models; Needs Assessment; Promotion (Occupational)
IDENTIFIERS- Ohio

Three presentations are provided from Symposium 34, Career Development, of the Academy of Human Resource Development (HRD) 2000 Conference Proceedings. "Emerging Career Development Needs as Reported by Adult Students at Four Ohio Institutions of Higher Education: A Qualitative Study" (Kathryn S. Hoff) reports 4 major themes emerged from interviews with 10 adult students: need for self-awareness, occupational knowledge requirements, need for decision-making strategies, and challenges to career implementation. It presents a Web of Personal Career Reality developed as a descriptive model of the adult career development process. "Mid-Life Mid-Career Renewal--An Outcome of Involuntary Career Transition as Experienced by Federal Employees" (Sara Ervin Walser, Neal Chalofsky) reviews a study that confirms existence of a mid-career renewal stage, triggered by an involuntary career transition and affected by factors related to the inner self, personal and work environment, and transition process. "The Role of Acculturation in Career Advancement among Hispanic Corporate Managers" (Lizette Zuniga, Cindy Skaruppa, Toni Powell) compares Mendoza's (1989) theory of acculturation to the propositions derived from the investigation into the role of acculturation. It reveals that Hispanic corporate managers viewed acculturation and career advancement as directly related to each other and substantiates Mendoza's theory. The papers contain reference sections. (YLB)

ED 441 125 CE 080 136

HRD in Asia. Symposium 35. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 24p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

soils, odors, stains, and separation; (4) garment cleaning methods; (5) wet cleaning; (6) economics of wet cleaning; (7) available wet cleaning equipment; (8) facility function and design; and (9) labeling liability. The curriculum includes 23 figures and 4 appendixes containing the following items: (1) the addresses of 17 manufacturers of cleaning materials; (2) a list of 12 organizations and government agencies; (3) 4 material safety data sheets; and (4) 23 references. Volume 2, the instructor's manual, is divided into two sections. Section 1 provides methodological and logistic information and agendas for 2-day and 3-day workshops. Section 2 begins with module-specific information including overviews, hints for instructor preparation, and module highlights. Overheads for use in the lecture portion of the workshop constitute the final 75% of Section 2. (MN)

ED 441 143 CE 080 157

Smith, Chris Selby
The Relationships between Research and Decision-Making in Education: An Empirical Investigation. CEET Working Paper No. 24.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Decision Making; Developed Nations; Educational Development; *Educational Policy; *Educational Research; Foreign Countries; Job Training; Postsecondary Education; *Research Utilization; Secondary Education; Theory Practice Relationship; Use Studies; *Vocational Education
IDENTIFIERS- Australia

An evaluation of the extent to which research influences decision making in vocational education and training (VET) at the policy level necessitates consideration of these three areas: (1) decision making; (2) research; and (3) linkages. First, the impact of research on decision making incorporates these two elements: (1) use; and (2) influence. The study of policy-making should concentrate on analysis of the policy process, distribution of power among key stakeholders, and assumptive worlds of key individuals and organizations. Second, research should be addressed in its diversity. Its outputs are: (1) a provision of new knowledge and an application of existing knowledge in new ways; (2) research skills and attitudes; and (3) appropriately educated people. Research can be classified by type: (1) basic; (2) strategic; or (3) applied research and experimental development. Third, the impact of research on policy making is affected by linkages between research and decision making. Stressing the multiple pathways through which VET research can influence policy and practice emphasizes the importance of multiple areas of collaboration between researchers, users, and others. Conclusions are: (1) research does have an impact on decision making in VET; (2) the extent of the influence can not be evaluated quantitatively; and (3) actions of stakeholders can enhance the extent to which research is used and has influence on decision making. (Contains 20 references.) (YLB)

ED 441 144 CE 080 158

Sogaard, Jorn, Comp.; Wollschlager, Norbert, Comp.
Internationalising Vocational Education and Training in Europe:

government, employers, individuals); (4) the mechanisms for the distribution of funding; (5) the expenditure levels over 10 years (1986-96); and (6) the trends and perspectives in the funding of vocational training systems. The report is organized into 10 parts. Part 1 covers the background to vocational training. Part 2 summarizes the funding of initial vocational training. Part 3 is an overview of continuing vocational training. Part 4 focuses on initial and continuing training for the unemployed. Part 5 looks at combined training programs (education and on-the-job training). Part 6 forecasts the future of vocational education and training funding in Germany. Parts 7-10 provide a list of abbreviations and German institutions, legal provisions, a glossary defining 28 terms, and a bibliography listing 94 references. (Contains 18 tables and 6 figures.) (KC)

ED 441 162 CE 080 198

Turner, Caroline
Identification, Assessment and Recognition of Non-Formal Learning in Greece. CEDEFOP Panorama.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Developed Nations; Educational Certificates; Foreign Countries; National Standards; *Nonformal Education; Nontraditional Education; Postsecondary Education; Prior Learning; Secondary Education; Student Certification; *Student Evaluation; *Vocational Education
IDENTIFIERS- *Greece

This report describes a study to provide a picture of the stage of development, level, and nature of the debate on nonformal learning in Greece. It describes the national debate on questions of identification, assessment, and recognition of nonformal learning, including means, motives, and areas of agreement and conflict. Then, it describes existing and proposed methodologies and systems based on viewpoints and debates involving stakeholders. Links between initiatives related to nonformal learning assessment and the national qualification standards/framework are explored, and reference is made to areas of importance and concern. Finally, effectiveness, legitimacy, and validity of existing methods and experiences are assessed, including issues of mobility and visibility. Gaps and weaknesses are highlighted, and reflections on the future are expressed. Findings indicate that the past 3-4 years have witnessed the beginning of an awareness and interest by social partners and the government in Greece to issues related to identification, assessment, and recognition of nonformal learning. There is evidence of an initial level of dialogue on the issue but no coordinated integrated approach. Interest in the issues around nonformal learning focus essentially on recognition of nonformal vocational training and regulation over time of certain professions and trades, in a piecemeal and limited way, with inconsistent outcomes. (Contains a 21-item bibliography.) (YLB)

ED 441 163 CE 080 199

Castillo, Juan Jose; Alas-Pumarino, Andres; Santos, Maximiano
Identification, Assessment and Recognition of Non-Formal Learning in Spain. CEDEFOP Panorama.
PUB DATE- 00

may better serve the future. (Contains 19 references.) (KC)

ED 441 181 CG 029 715

Olatunji, Prince P. G.
Effect of Family Dissolution, Separation and Disorganisation on Children, Partner and the Society.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *African Culture; *Child Welfare; Childhood Needs; Counseling; *Divorce; Emotional Problems; Family Counseling; *Family Relationship; Foreign Countries; Marriage Counseling; Personal Narratives; *Social Influences
IDENTIFIERS- *Nigeria; *Nigerians

This personal essay highlights a disturbing trend in the increasing divorce rates not only in Nigerian society, but also across the entire globe. The paper notes many cultural differences between how Nigerian society and the Western world perceive divorce, emphasizing that, worldwide, children are always the victims. Of particular concern is the impact that this trend is having on the welfare of children in these broken families. Children of broken families are susceptible to a range of developmental issues that will require careful monitoring and perhaps intervention. The essay recommends counseling as a method of helping family members cope with whatever changes the dissolution of a marriage will bring. (GCP)

ED 441 182 CG 029 735

Males, Mike A.
Smoked: Why Joe Camel Is Still Smiling. The Read & Resist Series.
PUB DATE- 99
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Advertising; Attitudes; Federal Legislation; *Government Role; *Smoking; Social Influences; Substance Abuse; Tobacco
IDENTIFIERS- Advertising Effectiveness; *Tobacco Industry

Between the mid 1970s and 1992, daily cigarette use by high school seniors dropped by 60%. Since then, two factors have become apparent that have added to an increase in cigarette use by teenagers. First, instead of supporting tax increases and smoking bans, health lobbyists and Clinton administration officials aimed criticism at youth and their vulnerability to the pressure from cigarette industry's advertising campaigns. Second, parents of the current generation of high-risk teenagers have untreated drug problems that interfere with their role in guiding their children about not smoking. This book argues that teenagers today are getting the wrong message about cigarette smoking. The government's decision to limit the age teenagers can buy tobacco implies that they have to be old enough to participate. The anti-tobacco lobby adds to the confusion by suggesting that instead of telling teenagers to resist influences from their peers about smoking, they should be like their peers and not smoke, since the majority of teenagers do not smoke. The results of the American tobacco policy of the 1990s have shown that strategies fail when they

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Modification; Child Development; Children; Elementary Secondary Education; Evaluation Needs; *Hyperactivity; *Intervention; Parents; *School Psychologists; Teachers
IDENTIFIERS- *National Association of School Psychologists

Articles included in this document serve as a means to educate teachers, school psychologists, and parents about attention problems in children. Attention problems, including Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder, are among the most common and most controversial disorders in children. Children with attention problems may have difficulty completing schoolwork, seem to tune out directions, and may seem to react without thinking. School psychologists can help identify children needing evaluation, assist children with developing strategies to manage their own behavior, and work with school personnel and parents to help create environments where these children can learn more. These articles provide an overview of attention problems, give examples of intervention for teachers and parents, include a parent's perspective and book reviews, and list resources for additional information. The NASP Position Statement on students with attention problems is included. (Contains 94 references.) (JDM)

ED 441 203 CG 030 008

Common Psychosocial Problems of School-Aged Youth: Developmental Variations, Problems, Disorders and Perspectives for Prevention and Treatment. Guidebook.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 99
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Behavior Problems; Children; Elementary Secondary Education; *Emotional Problems; Intervention; *Learning Problems; Mental Disorders; *Mental Health Programs; School Community Relationship; School Psychologists; Schools; Social Problems; Student Problems

In schools, youngsters with serious emotional and learning problems usually are assisted under the auspices of "special education." Of course, many students with behavior, learning, and emotional problems don't meet the criteria for special education. Their needs must be addressed through support programs and other accommodations. This guidebook is designed to improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools. It provides a framework and strategies to guide schools as they encounter common psychosocial problems in students. It is designed as a desk reference aid. An introduction provides an overview of mental health in schools. Part One stresses ways to keep the environment in perspective as a cause of certain types

PUB DATE- 00
NOTE- 344p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescent Literature; *Adolescents; Case Studies; Childrens Literature; High Risk Students; High Schools; *Low Achievement; Metacognition; Middle Schools; *Reading Difficulties; *Reading Instruction; Reading Interests; Reading Programs; Teaching Methods

Recognizing that productively engaging low-achieving adolescents in print-rich classrooms is complicated, this book presents 40 articles that focus specifically on teaching struggling readers in middle school and high school classrooms. The articles in the book are drawn primarily from the "Journal of Adolescent and Adult Literacy." The book is divided into six sections: Working with Struggling Adolescent Readers, Acknowledging Cultural Ties, Supporting Classroom Reading, Supporting Classroom Writing and Inquiry, Varying Texts To Meet Students' Interests and Needs, and Connecting In-School and Out-of-School Reading. Articles in the book are: "A Case Study of Middle School Reading Disability" (Darrell Morris, Criss Ervin, and Kim Conrad); "Reading Rescue: Intervention for a Student 'At Promise'" (Nancy G. Lee, Judith C. Neal); "Reflections on Teaching Struggling Middle School Readers" (Gay Ivey); "Developing Academic Confidence To Build Literacy: What Teachers Can Do" (Carolyn Colvin and Linda Kramer Schlosser); "Hiding Out in Secondary Classrooms: Coping Strategies of Unsuccessful Readers" (William G. Brozo); "Developing Parent Partnerships in Secondary Literacy Learning" (Trevor H. Cairney); "A Walk through Gracie's Garden: Literacy and Cultural Explorations in a Mexican American Junior High School" (William G. Brozo, Paul Cantu Valerio, and Minerva M. Salazar); "Literature-Based Cognitive Strategy Instruction for Middle School Latina/o Students" (Robert T. Jimenez and Arturo Gamez); "Children's Informational Picture Books Visit a Secondary ESL Classroom" (Nancy L. Hadaway and Jane Mundy); "Exploring Ethnic-Specific Literature: A Unity of Parents, Families, and Educators" (Nancy Hansen-Krening and Donald T. Mizokawa); "Vocabulary Learning with the Verbal-Visual Word Association Strategy in a Native American Community" (Gary Hopkins and Thomas W. Bean); "Recycled Words: Holistic Instruction for LEP Students" (Mary E. Blake, Patricia L. Majors); "Rock 'n' Roll and Horror Stories: Students, Teachers, and Popular Culture" (Cynthia Lewis); "The Literature Project: Using Literature To Improve the Self-Concept of At-Risk Adolescent Females" (Darcy E. Miller); "Reading Comprehension Instruction for At-Risk Students: Research-Based Practices That Can Make a Difference" (James Flood and Diane Lapp); "Students with Learning Difficulties Meet Shakespeare: Using a Scaffolded Reading Experience" (Sally Sue Rothenberg and Susan M. Watts); "Using Embedded Questions To Jump-Start Metacognition in Middle School Remedial Readers" (Carol Weir); "Helping Students Construct Meaning through Their Own Questions" (Larry Crapse); "Rapid Retrieval of Information: Reading Aloud with a Purpose" (Marguerite Green); "Vocabulary Teaching and Learning in a Seventh-Grade Literature-Based Classroom" (Janis M. Harmon); "On the Question of Teaching Decoding Skills to Older Students" (Nancy C. Lewkowicz); "Information Charts: A Strategy for Organizing Student Research" (Sally N. Randall); "How to Do How-To Books: Real-Life Writing in the Classroom" (Lu Huntley-Johnston, Sherri Phillips Merritt and Lois E. Huffman); "Creating Skinny Books Helps Students Learn about Difficult Topics" (Beth Broder Epstein); "Writing To Learn in Content students immediately in the thinking-writing process, guiding them through the writing strategies and activities that form the core of composition instruction. It is divided into six parts: Academic Quick Start; Strategies for Writing Essays; Patterns of Development; Reading and Writing Arguments; Academic Applications; and Handbook: Writing Problems and How To Correct Them. Chapters in the book are: (1) Starting with an Advantage; (2) Working with Text: Active Reading Strategies; (3) Writing about Readings; (4) Prewriting: How To Find and Focus Ideas; (5) Developing and Supporting a Thesis; (6) Drafting an Essay; (7) Revising Content and Organization; (8) Editing Sentences and Words; (9) Narration: Recounting Events; (10) Description: Portraying People, Places, and Things; (11) Illustration: Explaining with Examples; (12) Process Analysis: Explaining How Something Works or Is Done; (13) Comparison and Contrast: Showing Similarities and Differences; (14) Classification and Division: Explaining Categories and Parts; (15) Definition: Explaining What You Mean; (16) Cause and Effect: Using Reasons and Results To Explain; (17) Reading Arguments; (18) Writing Arguments; (19) Planning a Paper with Sources; (20) Writing a Research Paper; (21) Reading and Writing about Literature; and (22) Essay Examinations and Timed Writings. A handbook on writing problems and how to correct them is attached. Appendixes contain two writing assessment tests, advice on five steps to academic success, and answers to even-numbered exercises. (RS)

ED 441 245 CS 217 105

Byars, Stephen M.
Reconfiguring Service: The Ethical Grounding for Instruction in Composition and Rhetoric.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethics; Higher Education; *Rhetoric; *Writing Instruction
IDENTIFIERS- Kant (Immanuel); *Teaching Perspectives

This paper aims to demonstrate that a willing recourse to service does not reduce instructors' stature on campus as teachers within, and administrators of, composition programs. Rather, it enriches the work that is done and enhances the contribution made. The paper seeks to appeal to a notion of service from ancient Greece and Rome, "diakonia," as the essential attribute of the good citizen of a community--in this case, the campus community. Further, it enlists Immanuel Kant to equate service with duty and duty, ultimately, with autonomy and freedom. These older traditions do not render individuals prisoners to outdated ideologies; instead, they constitute the roots of the teaching profession and continue to shore up today's endeavors. Educators serve themselves best when they serve their students and colleagues first, and this lends a moral authority to work that is too readily overlooked. (NKA)

ED 441 246 CS 217 106

Johnston, Ingrid; Mangat, Jyoti
(Dis)Located Readers? High School Students Responding to African

Casey, William E.
Environmental Journalism and Environmental Communication Education: Identifying an Educational Model.
PUB DATE- 98
NOTE- 150p.; M.A. Thesis, University of Nevada, Reno.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Curriculum Development; *Environmental Education; Higher Education; *Journalism Education; Literature Reviews; Models

News coverage of the environment has been the subject of intense scrutiny for some 25 years. Content analyses have suggested that environmental coverage is plagued by omission of important information in areas of economics, health, safety, and consumer concerns. Surveys of reporters show high levels of frustration and dissatisfaction with their output. And universities are being blamed by editors, publishers, and corporate giants for providing irrelevant education and delivering incompetent products. Few journalists are trained in the philosophy, history, economics, and natural sciences necessary to fully comprehend the subject. New solutions for the teaching of environmental communication are needed. The problem is that an educational construct for environmental journalism and communication has not yet been identified. This research identifies and presents such an educational model via a comprehensive evaluation of the literature and an in-depth analysis of the few undergraduate programs nationwide currently offering specializations in the environmental communication fields. (Contains 31 references. Appendixes list individual school program courses; a list of courses and their sources in six general areas of study; the classification scheme/program content model; the literature review content model/general topics; and profiles of the eight programs examined.) (Author/RS)

ED 441 266 CS 510 321

Taylor, Philip, Ed.; Hoepper, Christine, Ed.
Selected Readings in Drama and Theatre Education: The IDEA '95 Papers (2nd, Brisbane, Australia, July 1995). NADIE Research Monograph Series, 3.
PUB DATE- 95
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Context; *Drama; Elementary Secondary Education; Foreign Countries; Second Language Learning; Teaching Methods; *Theater Arts
IDENTIFIERS- Australia; *Drama in Education; Kenya

Documenting some of the myriad of voices assembled in Brisbane, Australia in July 1995 for the Second World Congress of the International Drama/Theatre and Education Association, the essays in this book address the central question of the Congress: What can be the role of drama/theatre and education in a rapidly changing world entering a new millennium? In Part 1, the writers share an interest in past and present contexts. Part 2 explores what theatre shares in common with other artistic forms. Part 3 examines the implications of dramatic artistry for the pedagogue. Part 4 unlocks the challenging world of criticism and aesthetics, and proposes frameworks through which educators can discuss and analyze dramatic artistry in education. Papers in the book are: (1) "Healing

Liberal Feminism and Educational Administration: Recruiting and Supporting Women in Educational Administration.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 29-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Educational Principles; Elementary Secondary Education; *Equal Education; Leadership; *Organizational Development; Personnel Selection; *Sex Discrimination; *Sex Fairness; *Women Administrators

Feminist theory has become an increasingly important tool in analyzing the position of women within the discipline of education. This paper presents a liberal feminist framework for gender equity issues specifically concerned with the recruitment and support of women in educational administration. It is organized into three parts: (1) the tenets of liberal feminist theory; (2) liberal feminist theory as it relates to educational pedagogy; and (3) implications for gender practices and policy development for educational administrators. It concludes that the inequality of women is structural; it is embedded in the system. Unless one transforms the system, inequality will persist. Structural change is an ongoing process that transforms those who encounter it. The important question for discussion then becomes, "How does society encourage the leadership and participation of a new generation of women?" Appendixes contain Strategies for Recruiting/Supporting Females and Minorities in Educational Administration and Recommendations for Addressing the Problem of Under-Representation of Women and Minorities in Educational Administration. Contains 52 references. (DFR)

ED 441 286 EA 030 414

Mintrop, Heinrich; MacLellan, Ann Merck; Quintero, Margaret Fee; Kelemen, Matthew
The Design of School Improvement in Schools on Probation: A Comparative Content Analysis of School Improvement Plans in Three Accountability Systems.
PUB DATE- 99
NOTE- 68p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 29-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Comparative Analysis; *Competency Based Education; *Educational Change; *Educational Improvement; Educational Technology; Elementary Secondary Education; Instructional Improvement; Management by Objectives; Motivation Techniques; *Performance Based Assessment; Power Structure; *Probationary Period; Public Schools; Systems Analysis
IDENTIFIERS- Indicators; Kentucky; Maryland; San Francisco Unified School District CA

Accountability systems target effective school management among other key aspects of the school-improvement process that impact teacher performance. In treating this aspect of accountability, it asks, "What do school improvement plans reveal about schools' responses to accountability and probation?" The school-improvement plan (SIP)--usually required to codify a school's and desirability of offering Minnesota students with limited English proficiency (LEP) a reading test with bilingual test items and answer choices. In considering the use of a native language translation accommodation to the Minnesota Basic Standards reading test questions, the following factors were considered: translation use issues, idiomatic English, first language literacy, social factors (appearing different from their peers and the effect of passing at a modified level), and translation issues. Phase 1 of the study investigated whether the translations and the format of the test were comprehensible to nine seventh-grade students in ESL/bilingual classes and how students used the translated test items. Results indicate that only one of the students scored above the passing rate of 75 percent correct on any of the five reading passages. None of the students reported having problems understanding the structure of the test or the type of Spanish used in the translation. Six of the students reported preferring the bilingual version of the test for at least one of the two passages they completed. Appendices include the assessment instrument. (Contains 21 references.) (CR)

ED 441 306 EC 307 823

Swierzbin, Bonnie; Anderson, Michael E.; Spicuzza, Richard; Walz, Lynn; Thurlow, Martha L.
Feasibility and Practicality of a Decision Making Tool for Standards Testing of Students with Disabilities. State Assessment Series, Minnesota Report 21.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Computer Uses in Education; *Decision Making; *Disabilities; *Educational Assessment; Elementary Education; Guidelines; Mathematics Achievement; Reading Achievement; Special Education; State Programs; *Student Participation; Surveys; World Wide Web
IDENTIFIERS- Minnesota; *Testing Accommodations (Disabilities)

This report describes a decision-making tool designed to inform special educators of the most up-to-date participation and test accommodations guidelines and to assist educators in the process of making informed decisions. It reports on the results of a study that examined the tool's feasibility and practicality. The decision-making tool is an electronic version of Minnesota guidelines for making test participation decisions. The Web site design has two branches, one for students with disabilities and another for students with limited English proficiency (LEP); both are centered on making decisions about inclusion and the use of testing accommodations. The Web site design has two branches of decision making to reflect the dual role of the tests within both the LEP and disability branches--one for statewide accountability testing for grades three, five, and eight, and one for graduation requirements testing for grades eight and beyond. A survey of 8 special educators, 5 parents, 1 administrator, and 1 school psychologist found that 10 thought the format of the tool was easy to understand, 8 would use the tool again, and 11 would recommend the tool to others. Appendices include an overview of the decision matrix and the survey. (Contains 16 references.) (CR)

Legislation; Federal Regulation; Guidelines; *Individualized
  Education Programs; Secondary Education; Standards;
  *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans; *Individuals with
  Disabilities Educ Act Amend 1997

This monograph is intended to provide technical assistance for the implementation of the transition requirements of Public Law 105-17, the Individuals with Disabilities Education Act (IDEA) of 1997. Following an introduction, individual sections present: (1) a description of the importance and intent of transition requirements for youth as they prepare to enter the adult world; (2) a recommended process for developing Individualized Education Programs (IEPs) that include the transition requirements; (3) a checklist of the transition requirements; (4) commonly asked questions and answers (concerning IEP content, transition participants, parent participation, agency responsibilities, and graduation); and (6) a summary of monitoring findings and studies related to implementation of the transition requirements. Appendices include a sample IEP and samples of student, parent and agency invitations, follow-up letters, and transfer of rights documents. Also appended are the IDEA '97 transition related amendments and final regulations. (Contains 170 references.) (DB)

ED 441 325   EF 005 685

Mattsson, Jan Ivar
Who Should Own University Buildings?
PUB DATE- 99
NOTE- 7p.; Paper presented at The Changing Infrastructure of
  Tertiary Education Seminar (Quebec, Canada, October 25-28,
  1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Financial Support; Foreign Countries; Higher
  Education; Organizational Objectives; *Ownership; *State
  Universities
IDENTIFIERS- Denmark; *Facility Management; Finland; Norway;
  Sweden

This report outlines important features of a new system for managing university buildings in Sweden with an outlook of building management systems in three other Nordic countries. It explores the changes in managing public buildings and real estate that occurred in Sweden and the structure for the ownership of former public properties that followed. System reform is discussed in governing and funding universities in Sweden that stresses governing by goals and objectives, leaving decision making centered at the institutional level rather than at the governmental level. An evaluation of the current Swedish endeavor is presented, followed by brief discussions of the systems in three other Nordic countries: Finland, Norway, and Denmark. Final comments address the most important common feature of these Nordic systems: to separate the management of the buildings from their use. (GR)

ED 441 326   EF 005 699

Ross, Zev; Walker, Bill
An Ill Wind: Methyl Bromide Use Near California Schools, 1998.
SPONS. AGENCY- W. Alton Jones Foundation, Charlottesville, VA.

attendance patterns for Aboriginal students of compulsory school attending ages. The potential for improving literacy levels within a school community sensitive to cultural and pedagogical diversity is presented as offering the parallel potential to encourage a more lateral view of non-attendance patterns. After laying out the constructions of Aboriginal alienation and literacy and the methodology used for this paper, the factors that affect the achievement and participation of Aboriginal students is examined in depth. Considered sequentially are parenting, health, attendance, literacy, and teacher factors. It is concluded that "reframing" the pedagogy of Aboriginal instruction is necessary for each of these factors. This paper proposes pragmatic beginnings to a more inclusive and culturally sensitive framing of policy and pedagogy associated with both non-attendance and literacy. These pragmatic beginnings are discussed in terms of both underlying beliefs necessary to activate pedagogical shifts of this magnitude and the potential impact on literacy outcomes of early implementation of these identified strategies. Numerous diagrams, tables, charts, and extensive scholarly references are included. (Contains approximately 100 references.) (Author/KFT)

ED 441 346   FL 026 269

Johnson, Karen E., Ed.
Teacher Education. Case Studies in TESOL Practice Series.
PUB DATE- 00
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Classroom Techniques; Computer Mediated Communication; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Language Teachers; Learning Strategies; *Preservice Teacher Education; Professional Development; Reflective Teaching; Second Language Instruction; Second Language Learning; Teacher Developed Materials; *Teacher Education; *Teacher Educator Education; Teaching Methods

Chapters in this volume include the following: "Innovations in TESOL Teacher Education: A Quiet Revolution" (Karen E. Johnson); "Building Bridges among University, School, and Community" (Donald F. Hones); "Sustainable Strategies for Professional Development in Education Reform" (Nancy Clair, Carolyn Temple Adger); "Developing Professionals: Interwoven Visions and Partnerships" (Dorit Kaufman); "TESOL Education in the Context of Diversity" (Lynne T. Diaz-Rico); "Promoting Sense-Making in Second Language Teacher Education" (Paula R. Golombek); "Becoming Contributing Professionals: Nonnative-English-Speaking Teachers in an EFL Environment" (Tim Murphey); "Integrating Computer-Mediated Communication Tools into the Practicum" (Lia D. Kamhi-Stein); "Learning To See Diverse Students through Reflective Teaching Portfolios" (Yu Ren Dong); "Investigating Dialogue in Language Teacher Education: The Teacher Educator as Learner" (Bill Johnston); "Lessons from a Jet-In-Jet-Out Expert: Cooperation, Adaptability, and Relevance in Vietnam" (Marilyn Lewis); and "Enhancing English Language Teaching in the United Arab Emirates (Hedi Guefrachi, Salah Troudi). (Each paper contains references.) (KFT)

ED 441 347   FL 026 270

Yang, Yi

qualified person using an appropriate self-study survey of all board members; (3) periodic, structured, comprehensive, and simultaneous reviews of presidential and board performance; and (4) periodic review of individual trustee commitment and performance, discussing two approaches that increasing numbers of boards are using (and including illustrative forms and survey instruments). Nine appendixes present illustrative policies and procedures; an illustrative statement of board member commitment and responsibilities; highlights of a national survey of presidential performance and board performance assessment policies and practices; and suggested readings. (SM)

ED 441 365   HE 032 821

Kuhn, Beverly T.; Jasek, Deborah
Professional Development and TransLink R . Final Report.
SPONS. AGENCY- Federal Highway Administration (DOT), Washington, DC.; Texas State Department of Transportation, Austin.
PUB DATE- 00
NOTE- 57p.; For other documents from the Texas Transportation Institute, see HE 032 812 and HE 032 836-837.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; *Databases; Distance Education; Engineering Education; High School Students; High Schools; *Professional Development; Systems Development; Technology Education; Technology Transfer; *Transportation; Vehicular Traffic
IDENTIFIERS- Texas A and M University; *Transportation Education; Transportation Engineering

This report covers one segment of a larger professional development program for transportation professionals that addresses the need to develop a larger cadre of transportation professionals capable of designing, planning, managing, operating, and maintaining the transportation infrastructure nationwide. Three specific tasks were undertaken and completed for this project: the development of an intelligent transportation system (ITS) professional development publications database; the development of a traffic signal educational exercise for high school students; and preparation of a white paper on distance learning. The publications database contains information on ITS publications and materials at Texas A&M University's TransLink Research Center. The traffic signal exercise introduces students to the complex task of timing traffic signals, discussing the importance of traffic signal control, types of traffic signals used worldwide, traffic signal equipment and settings, and theory and terminology. It offers students an opportunity to develop a physical lane design and timing plan for a model intersection. The white paper defines the concept of distance learning, noting advantages and disadvantages of its numerous components. Appended is an annotated list of ITS professional development publications, slides of the traffic signal control module, and the white paper on distance learning defined. (SM)

ED 441 366   HE 032 822

Barshad, Tamir; Goldbach, Avi
Higher Education in Israel.
PUB DATE- 00
NOTE- 279p.; Published by the Committee for Overseas Students of

legislature has defined five areas of performance measurement. The first three, undergraduate graduation efficiency index, undergraduate student retention, and five-year graduation rates, are common to all state institutions. The fourth measure, for faculty productivity, is reported by all institutions except Evergreen State College. Each institution also includes one or more measures that are institution-specific. Performance data in each area for each institution is accompanied by brief explanatory comments summarized from institutional reports submitted to the Washington State Higher Education Coordinating Board. (SM)

ED 441 385   HE 032 862

The 21st Century Learner: Strategies To Meet the Challenge. 2000 Master Plan for Higher Education.
PUB DATE- 00
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Change Strategies; *Educational Change; *Educational Finance; Educational Improvement; Educational Technology; Enrollment; *Higher Education; Statewide Planning
IDENTIFIERS- *Washington

This year 2000 master plan submitted by the Washington State Higher Education Coordinating Board proposes a realignment of higher education priorities that would place the interests of learners at the center of higher education decision making. The opening sections of the report reaffirm the state's commitment to expanding higher education opportunities. Five goals, with related strategies and recommended actions, are set out in the next sections: (1) to make student learning the yardstick by which accountability is measured; (2) to link K-12 achievement to higher education opportunity; (3) to empower citizens to use a range of learning pathways; (4) to enhance higher education through greater use of e-learning technologies; and (5) to help state institutions meet student needs. The next section discusses the financing required to meet the state's higher education needs and a plan to pay for them. Appended are policy papers that cover: enrollment; nontraditional providers; use of electronic technology; capacity and utilization; accommodating future enrollment through better connections within and across the system; and affordable access. Also appended is an employer survey and a fact sheet about higher education in the state of Washington. (SM)

ED 441 386   HE 032 863

Lesh, Steven G.; Guffey, J. Stephen; Rampp, Lary C.
Changes in Student Attitudes Regarding a Web-Based Health Profession Course.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Allied Health Occupations; *Attitude Change; College Students; *Computer Uses in Education; *Distance Education; Educational Technology; Higher Education; Medical Education; Nontraditional Education; *Student Attitudes; Teaching Methods;

(Author/MES)

ED 441 405 IR 057 676

Allen, David Yehling
How To Put Your Maps on the Internet.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Electronic Libraries; Information Technology; *Maps; Optical Scanners; *World Wide Web
IDENTIFIERS- Data Compression; *Digital Imagery; Metadata; Web Sites

Many libraries are creating raster images of paper maps and making them available over the Internet. This presentation provides an overview of imaging technology for map librarians and administrators considering such projects. References in footnotes and the bibliography enable those interested to explore technical questions in depth. There are several approaches to digitizing and distributing raster images of maps on the Internet. Acceptable work for some purposes can be accomplished with very little expense or staff time. Producing high quality images of large maps, however, involves considerable commitments of time and money. Available technologies for digitizing maps include scanning from film (such as the Kodak Photo CD process), use of flatbed scanners, and high-end digital cameras. The advantages and disadvantages of these methods are discussed. Suggested images of large maps require very large data files, and methods of compressing and distributing these files are described. The importance of creating metadata that can be searched on the World Wide Web is also stressed. (Contains 15 Internet resources and 12 notes.) (Author/MES)

ED 441 406 IR 057 677

Argentati, Carolyn
Library-University Partnerships in Distance Learning.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Access to Information; Cooperative Programs; *Distance Education; Educational Cooperation; Educational Technology; Higher Education; *Library Services; Lifelong Learning; Reference Services
IDENTIFIERS- North Carolina State University

This paper describes the North Carolina State University (NCSU) Libraries' experiences in developing distance education services as an example of how to meet the challenge of providing comprehensive, customized information and instructional support for both on- and off-campus learners. The first section provides historical background on distance

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Audiotape Recordings; Developing Nations; Elementary Secondary Education; Foreign Countries; Information Utilization; Library Collections; *Library Development; Library Networks; *Library Services; Oral History; Postsecondary Education; Public Libraries; Publishing Industry; *Reading Programs; School Libraries; Workshops
IDENTIFIERS- *Mali

This paper discusses the status of library services and reading in Mali. Following an introductory section that provides miscellaneous data about Mali, the first section of the paper describes the development of libraries in Mali before the colonial period, during the colonial period, and during the independence period up to 1977. The libraries of the public reading network operation are highlighted, including library collections (i.e., books, audio-documents, and oral tradition gathering), use, and the library-wagon. The next two sections address secondary/advanced and primary school libraries. The national languages libraries are covered in the fifth section. The sixth section discusses the rural audio-libraries, including results of an analysis of benefits and problems. Actions to encourage reading and creating are described in the next section, including workshops on writing and illustrating children's books, the creation of the Bamako Editorial Committee, publication of cloth-binding books, an annual book fair, and the Autograph Project to finance authors and editors. The ninth section considers reading difficulties, including illiteracy and socio-economic factors, as well as the weakness of local publishers and the book distribution network. The final section addresses prospects, focusing on a project on book and reading assistance in Mali. (MES)

ED 441 428 IR 057 699

Dobrusina, Svetlana; Velikova, Tatiana
Mass Disinfection of Documents Affected by Microorganisms: One Practical Experience.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Library Materials; National Libraries; *Paper (Material); *Preservation
IDENTIFIERS- Chemicals; *Library Materials Conservation; *Microorganisms; Russia

This paper presents the results of disinfecting treatment of more than 200,000 documents damaged by microorganisms in connection with moving the documents from depositories to a new building of the National Library of Russia. For disinfection, a preparation Metatin GT made by a Swedish firm ACIMA was applied. Metatin GT meets three basic requirements of the agents intended for document protection: minimum toxicity for people; ability to be kept for a long period of time in paper; and lack of negative influence on paper. An another advantage of Metatin GT is that its biocide effect does not decrease during long-term document storage. The chemical and microbiological analysis of dust from depositories were carried out. The normals of biocide and material consumption and time

Role; *National Libraries; Postsecondary Education; Public Libraries; School Libraries; *User Needs (Information); Users (Information)
IDENTIFIERS- Adviser Role; *Slovenia

The National Library in Slovenia was fully authorized to develop on the national level the library network made up of all types of libraries. To fulfill the tasks, a special advisory center/service was founded to perform advising and developing tasks, as well as supervisory tasks. In the last decade, a significant change of its role has come about. The Advisory center actively participates in transforming public libraries into modern information centers on the one hand and into specialized centers for different target groups (juveniles, unemployed, retired person, etc.) on the other hand. (Author/MES)

ED 441 450 IR 057 721

Rashidah Begum; Wong, Sook Jean
Internet Use in Libraries in South East Asia with Special Reference to the Role of the Universiti Sains Malaysia Library in Promoting the Use of the Internet for Teaching and Learning.
PUB DATE- 99
NOTE- 11p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674. Figures are not available with this report.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Access to Information; Case Studies; *Computer Uses in Education; Faculty Development; Foreign Countries; Higher Education; Information Technology; *Internet; *Library Role; Library Services; *Teacher Workshops; Training
IDENTIFIERS- *Asia (Southeast); Connectivity; *Electronic Resources; Technology Utilization

This paper studies the extent of Internet connectivity and usage among Southeast Asian libraries and how many of them are using the Internet to provide electronic information resources and services through their homepages. It also presents a case study of the Universiti Sains Malaysia (USM) Library's strategy in promoting the use of the Internet among the university's academicians and students. Some of the steps taken include developing their homepage into a gateway to electronic resources in the library and on the Internet and conducting subject-specific training workshops geared towards the needs of academicians and researchers. (Author/MES)

ED 441 451 IR 057 722

Jordan, Sophia K.
Collection Preservation Management: An Approach To Complement Item-by-Item Treatment Policies.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

publications. This report reviews the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Convention of 1958 Concerning the International Exchange of Official Publications and Government Documents between States, considering its most important statements and determinations, as well as describing the practice of their implementation in Germany by the Exchange Centre in the Berlin State Library. (Author/MES)

ED 441 473 IR 057 744

Mitchell, Carol L.
Serial Murder in Southeast Asia: Collecting and Preserving Serials in Changing Landscape.
PUB DATE- 99
NOTE- 10p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Foreign Language Periodicals; International Programs; *Library Collection Development; Library Cooperation; Preservation; *Serials
IDENTIFIERS- *Asia (Southeast); United States

This paper surveys the loss of important serials from and about Southeast Asia. At risk titles are described, including statistical serials, publications of regional presses, minority language magazines, science and technology journals, political and non-governmental organization publications, popular or mass press publications, women's magazines, magazines about electronics, and children's publications. The following problems and issues are then discussed: physical conditions of libraries and archives; war and turmoil; weak bibliographic control; scattered collections; secrecy and censorship; indexing and bibliographic access; training and expertise; privatization; shifts in collection management philosophy; shifting attitudes and laws regarding copyright; and electronically formatted titles. The conclusion lists institutions that might participate in an international Southeast Asian librarianship and suggests an action agenda. (Contains 18 references.) (MES)

ED 441 474 IR 057 745

Mohl, John H.
A New Zealand Perspective on Managing Cultural Diversity.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; Foreign Countries; *Indigenous Populations; Legislation; Library Role; *Library Services; *Maori (People); *Minority Groups; *National Libraries; Users (Information)
IDENTIFIERS- *New Zealand

This paper describes the work of the New Zealand National Library and its commitment to being a center for diversity so that the section addresses interaction needs in distance education. The instructional systems design (ISD) model is described in the fifth section, including the analysis, design, development, implementation, and evaluation phases. The sixth section discusses library and information science distance education, and the seventh section provides an overview of programs in Thailand at Sukhothai Thammathirat Open University, Ramkamhaeng University, and Suranaree University of Technology. (MES)

ED 441 496 IR 057 767

Sangkaeo, Somsong
Reading Habit Promotion in ASEAN Libraries.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Library Role; *Library Services; *Reading Habits; *Reading Programs
IDENTIFIERS- Asia (Southeast); Association of Southeast Asian Nations

This paper describes the activities of the Association of Southeast Asian Nations (ASEAN) libraries have undertaken to promote reading by increasing awareness among their people. First, factors limiting reading habits in ASEAN libraries are addressed, including: we are not a reading society, but a chatting society; the management of "3 M's" (man, money, and management strategies); and the lure of electronic media. Second, roles of local institutes or organizations in helping libraries to conduct reading habit promotion are examined, including the roles of family, libraries/librarians, mass media, and private and government sectors. Finally, some suggestions on effective methods and successful programs for reading habit promotion by ASEAN libraries are summarized, including: (1) book-based programming such as book lists, reading programs, performances, craft activities, competitions, and individual activities; (2) bringing books to the public through exhibits, pamphlets and other printed materials, and reading groups; and (3) electronic formats. ASEAN Libraries participating were from six countries: Brunei Darussalam, Indonesia, Malaysia, the Philippines, Singapore and Thailand. (MES)

ED 441 497 IR 057 768

Schrader, Alvin M.
Canada's National Core Library Statistics Program: First Steps in Developing Key Performance Indicators.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Foreign Countries; Information Utilization; Library Collections; Library Expenditures; Library

Williams, Delmus E., Ed.; Garten, Edward, D., Ed.
Advances in Library Administration and Organization, Volume 17.
PUB DATE- 00
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Libraries; Electronic Libraries; Higher Education; Information Management; Information Networks; Information Technology; *Librarians; *Library Administration; *Organizational Climate; Research Libraries

As in past years, this 17th volume of "Advances in Library Administration and Organization" brings together a number of articles relating to issues that affect the lives of library managers. Articles include: "Promotion and Tenure for Academic Librarians: Current Practices at Selected Institutions" (W. Bede Mitchell); "The Relationship between Work Behavior Type and Elements of Job Satisfaction of a Selected Group of Academic Librarians" (Carol Ritzen Kem); "An International Information Gateway: Thunderbird's Intranet for Teaching, Learning, and Research" (Carol Hammond, Wes Edens, Ann Tolzman, and Catharine Cebrowski); "The Electronic Global Library of Jones International University" (Kim Dority and Martin Garnar); "Sensemaking and Networked Information" (Mary Lynn Rice-Lively); "The Changing Role of the Chief Information Officer in Higher Education" (Jon P. O'Donnell and Isadore Newman); "Assessing the Georgia Library Learning Online (GALILEO) Project" (David P. Bunnell); "Exploring the Viability of Establishing an Advisory Committee and the Role, Function, and Effectiveness of Such an Advisory Committee in Addressing Issues Facing a Community College Library" (John C. Painter); and "Assessing Technical Efficiency of Research Libraries" (Wonsik Shim). (Includes an index.) (AEF)

ED 441 519 IR 057 854

Cha, Dia; Livo, Norma J.
Teaching with Folk Stories of the Hmong: An Activity Book. Learning through Folklore Series.
PUB DATE- 00
NOTE- 109p.; Photographs and art by Norma J. Livo.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Pluralism; Elementary Secondary Education; Ethnic Groups; Folk Culture; Foreign Countries; *Foreign Culture; *Hmong People; *Learning Activities; *Multicultural Education
IDENTIFIERS- *Laos; *Laotian Culture

This book is designed as a guide for teaching students about Hmong culture while building appreciation of worldwide cultural diversity. After providing an overview of the distinct history and customs of the Hmong, co-author Dia Cha shares her experiences growing up in Laotian villages, escaping from communist soldiers, living in refugee camps in Thailand, and coming to the United States. The following chapters contain activities, project ideas, and questions that fortify discussions of various threads of Hmong life: Farming and Food; Stories and Storytelling; Writing and Illustrating Stories; Hmong Folk Arts; and Customs and Symbols. By exploring traditions such as string tying ceremonies, the use of various musical instruments, and the meaning and artistry of "pa ndau" institutional effectiveness through the implementation and utilization of electronic managerial, educational, and telecommunications technologies; (5) provide educational facilities conducive to a positive teaching-learning environment; and (6) maintain a qualified, thriving, and productive institutional workforce. (VWC)

ED 441 539 JC 000 379

Mery, Pamela M.
Planning Atlas: Fact Book for City College of San Francisco, Fall 1999.
PUB DATE- 99
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Assessment; *Educational Objectives; *Educational Planning; Institutional Mission; Outcomes of Education; Strategic Planning; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

A new edition of the City College of San Francisco (CCSF) Planning Atlas, which reports on the status and progress the college has made on achieving the goals set forth in the Strategic Plan, was published in 1998. The Strategic Plan calls for regular reports on approximately 50 performance indicators, some of which have been published for several years, but many of which are relatively new. This Planning Atlas consists of six chapters covering the primary and secondary indicators to measure each goal of the college's Strategic Plan. The chapters (goals) are as follows: (1) enhance access to CCSF, which looks at topics ranging from annual headcount enrollment, city and county comparison, and enrollment by zip code; (2) promote student success in achievement of educational goals, which examines topics ranging from degrees, certificates, and awards to course completion to student earnings; (3) improve satisfaction with college services, which explores student satisfaction with instruction and student services, and satisfaction with the learning environment; (4) promote a supportive and positive workplace, which discusses such items as employee satisfaction with working environment and employee demographics; (5) manage resources effectively, which looks at such topics as annual funds received and the fifty percent law; and (6) pursue highest standard of educational excellence. (VWC)

ED 441 540 JC 000 380

Hyde, David
Environmental Scan, 1999: City and County of San Francisco.
PUB DATE- 99
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Demography; *Economic Factors; *Educational Policy; *Educational Trends; *Enrollment Trends; Long Range Planning; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This environmental scan is intended to guide San Francisco City College in the coming years amidst a changing environment. The report is divided into five chapters: Demographic Trends,

Heintz-Knowles, Katharine E.; Chen, Perry
Fall Colors: How Diverse Is the 1999-2000 TV Season's Prime Time Lineup?
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Mott (C.S.) Foundation, Flint, MI.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Cultural Pluralism; Disabilities; *Diversity (Institutional); Ethnicity; Homosexuality; Lesbianism; *Minority Groups; Occupations; *Programming (Broadcast); *Racial Distribution; Sex Differences; Sexuality; Television Research
IDENTIFIERS- Diversity (Groups); Sex Ratio

Because children today are growing up in an era of increasing racial and ethnic diversity and because television provides a steady educational influence on children's attitudes and perceptions, it is important to examine the extent to which television programming reflects diversity in all its forms. This study was commissioned by Children Now to provide television networks with information on the diversity in race, gender, disability, and sexuality reflected in 1999-2000 prime time programming. A content analysis was conducted of the first 3 new episodes of each prime time entertainment series airing in fall 1999 on the 6 broadcast networks. Program content was analyzed for genre, rating, and cast diversity, with each primary and secondary character examined for gender, race, occupation, marital status, and sexual orientation. A total of 1,477 characters across 274 episodes of 92 different programs were examined. Key findings include the following: (1) actors of color playing guest or non-recurring roles account for much of the racial diversity; (2) almost half the programs have all white casts in opening credits; (3) all networks demonstrated substantial numbers of programs with diversity when the entire cast was considered; (4) diversity diminished when focusing on recurring characters; (5) youth characters were more likely to be white than the overall television population; (6) female characters' occupations were polarized between professional and traditional; (7) characters with noticeable disabilities were equally recurring and non-recurring and overwhelmingly white; and (8) almost all openly gay/lesbian characters were male. (A list of the programs sampled is appended.) (KB)

ED 441 560 PS 028 538

Butler, Deborah A.; Manning, M. Lee
Addressing Gender Differences in Young Adolescents.
PUB DATE- 98
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Attitudes; Adolescent Behavior; Adolescent Development; Curriculum; *Early Adolescents; Educational Practices; Females; *Gender Issues; Males; *Middle School Students; *Middle Schools; Parent Student Relationship; Sex Bias; *Sex Differences; *Sex Fairness; Teacher Student Relationship

The current interest in identifying gender differences in young immunizations; mortality from medical conditions (10 to 19 years); fourth graders meeting adequate reading, math, and listening standards; mortality from unintentional injuries (birth to 14 years); and homicide mortality. However, worsening rates are evident in number of divorces involving children, number of children in out-of-home care, foster care caseloads, low birthweight rate, mortality from medical conditions (1 to 9 years), suicide mortality, number of fourth graders meeting adequate writing standards, child abuse and neglect referrals, and domestic violence arrests. The report concludes with information on data sources. (KB)

ED 441 578 PS 028 570

Squier, William; Simmons, Susan; Yannes, Michelle; Simmons, Susan; Levine, Beth
Good Discipline, Good Kids. Videotape with Guide .
PUB DATE- 98
NOTE- 0p.; Videotape not available from ERIC. For another parent and child videotape, see PS 027 164.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Children; *Discipline; *Parent Child Relationship; *Parent Education; *Parents; Videotape Recordings
IDENTIFIERS- Disciplinary Styles; Parenting Styles

Noting that good parental discipline provides positive, constructive ways to encourage cooperation and good behavior and gives children the skills to regulate themselves, this 42-minute videotape with facilitator's guide comprise a program intended to help parents get past daily power struggles by using effective disciplinary techniques and creating a family atmosphere that promotes mutual respect and harmony. The guide introduces the videotape and outlines its use in parent education programs. The guide also contains a bibliography for further information, parent handouts to be used in workshops, and the video script. The videotape is divided into seven parts, covering: respect for feelings, rules and expectations, setting limits, managing anger, punishment, attitude adjustments, and wrapping it up. Using the guide, a host leads viewers through the videotape in which dramatic scenarios illustrate typical discipline challenges. Adele Faber and Elaine Bazlish, noted parent education authors, comment on the scenarios and offer psychological insight and practical advice, skills, and concrete strategies for handling the issues presented. (Guide contains 30 references.) (KB)

ED 441 579 PS 028 573

Chung, An-Me, Ed.
Working for Children and Families: Safe and Smart After-School Programs.
PUB DATE- 00
NOTE- 92p.; Updated and edited with assistance from Torey Cummings, Adriana de Kanter, Kellie Dressler, and Janet Chiancone.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

Environment
IDENTIFIERS- *Learning Organizations

This document contains three papers from a symposium on motivation for learning and performance that was conducted as part of a conference on human resource development (HRD). "A Holistic Approach towards Motivation To Learn" (Constantine Kontoghiorghes) reports on a study that identified the following key variables within and outside the learning environment as the most important predictors for motivation to learn during training: task autonomy, extrinsic rewards, organizational orientation toward quality improvement, and a work environment where people live up to high ethical standards. "Nonprofit Learning Organizations: Issues for Human Resource Development" (Susan Kay McHargue) reports on a study of nonprofit organizations (NPOs) as learning organizations that revealed the existence of a direct relationship between learning organization dimensions and resources and performance in NPOs and supported the need for HRD in NPOs. "Employee Perceptions of the Meaning of Empowerment" (Mark S. Rulle, Neal Chalofsky) reports on a study that explored nonsupervisory employees' perceptions of the meaning of empowerment and resulted in the identification of the following major themes that function independently as aspects of empowerment: impact, competence, autonomy, meaning of work, and relationship with supervisor. All three papers contain substantial bibliographies. (MN)

ED 441 089 CE 080 100

Images of HRD. Symposium 4. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 26p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Definitions; Educational Practices; Educational Research; *Educational Theories; Employment; *Holistic Approach; *Labor Force Development; Learning Theories; Literature Reviews; Metaphors; Models; Position Papers; Self Actualization; Spirituality; State of the Art Reviews; *Theory Practice Relationship; Training; *Training Objectives; *Work Attitudes
IDENTIFIERS- Impact Studies

This document contains three papers from a symposium on images of human resource development (HRD) that was conducted as part of a conference on HRD. "Analyzing HRD through Metaphor: Why, How, and Some Likely Findings" (Darren C. Short) examines the question of what the uses of metaphor in HRD say about how those in the field view the world and how that view might be limiting and presents an argument for completing an analysis of HRD metaphor, a framework for the analysis, and examples of what such an analysis might reveal. "Scientific Paradigms and Their Implications for a Vision of HR/HRD" (Alice E. McAndrew) discusses how paradigms from the fields of physics, biology, and chemistry can provide "new lenses" through which to view the field of HR/HRD by echoing themes of increasing roles for consciousness, holism, and interconnectedness in our universe. "The Meaning of the Meaning of Work: A Literature Review identified. (Contains 16 references.) (MN)

ED 441 107 CE 080 118

Increasing Participation in Learning. Symposium 19. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 29p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Administrators; Adult Education; Adult Learning; Basic Skills; Case Studies; Continuing Education; Education Work Relationship; *Enrollment Influences; Environmental Influences; Foreign Countries; Individual Development; Insurance Companies; *Labor Force Development; *Lifelong Learning; Literature Reviews; Longitudinal Studies; *Management Development; *On the Job Training; Organizational Climate; Participation; Predictor Variables; *Transfer of Training; Work Environment
IDENTIFIERS- Scotland; Situated Learning; United Kingdom; United States

This document contains three papers from a symposium on increasing participation in learning that was conducted as part of a conference on human resource development (HRD). "Factors Influencing Employee Participation in Training: An Empirical Investigation" (Reid A. Bates) reports on a mediated model of employee participation in training activities at a highway department. "Personal Development--I'm Not Really Interested!: Perceptions on Barriers to Learning for Mid-Career, Middle Level Managers in the Scottish Life Assurance Industry" (Martin McCracken, Sandra Watson) begins by reviewing the literature on potential barriers to learning for mid-level managers and proceeds to use empirical evidence from a qualitative study of mid-career managers in five Scottish life insurance companies to demonstrate that flatter organizational structures and changes in the traditional psychological contract can affect participation in learning, training, and development activities. "Lifelong Learning and Knowledge Transfer to the Workplace: A Longitudinal Case Study" (Graeme Martin, Judy Pate, Phil Beaumont, Jim McGoldrick) reports on a study of 114 participants in a lifelong learning program sponsored by a major United Kingdom employer, which demonstrated that participation in lifelong learning facilitates transfer of knowledge to the workplace and thus provides support for proponents of investment in lifelong learning and situated learning theorists. The papers contain reference sections. (MN)

ED 441 108 CE 080 119

Emotion and Behavior in the Workplace. Symposium 20. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 22p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adult Education; Adult

PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Administration; *Conflict Resolution; Developing Nations; Economic Development; *Experiential Learning; Futures (of Society); Hermeneutics; Higher Education; Human Capital; Human Resources; *Labor Force Development; *Labor Needs; *Management Development; National Programs; Organizational Climate; Organizational Development; Phenomenology; Pretests Posttests; Private Sector; *Public Sector; Role Perception; Statistical Analysis; Strategic Planning; Surveys; Work Environment

IDENTIFIERS- Information Economy; Malaysia; Organizational Conflict Inventory; Singapore; Taiwan; Textual Analysis

This document consists of three symposia papers on human resources development (HRD) in Asia. "The Impact of Action Learning on the Conflict-Handling Styles of Managers in a Malaysian Firm" (Antony Hii, Michael J. Marquardt) presented results of a quantitative study of a three-month action learning program on managers' conflict-management skills. The statistical analysis showed a significant increase in the desired integrative style of handling conflict in the participating group. "What Is It Like To Be an HRD Practitioner in Taiwan?" (Ya-Hui Bella Lien) describes the results of an interpretive study of the "lived experiences" of HRD practitioners. The following three major themes about HRD in Taiwanese work culture were introduced: (1) HRD is an aspect of human resources management (HRM); (2) HRD is equated with training; and (3) HRD success relies on the vision and support of top management. The final paper, "Role of Public Sector Agencies in National Human Resource Development: A Study of the Expectations of Singapore-Based Companies" (A. Ahad M. Osman-Gani) describes the importance of strategic HRD in Singapore's transition from an industrial-based to a knowledge-based economy. The study found that involvement from companies in all sectors was crucial for the success of national HRD programs. (The papers contain reference sections.) (CG).

ED 441 126 CE 080 137

Knowledge Management. Symposium 36. Concurrent Symposium Session at AHRD Annual Conference, 2000.

PUB DATE- 00

NOTE- 22p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Case Studies; Comparative Analysis; *Corporate Education; *Cross Cultural Training; *Cultural Differences; Developed Nations; Foreign Countries; Human Resources; International Relations; *Labor Force Development; *Management Development; Models; Postsecondary Education

IDENTIFIERS- *Knowledge Management; United Kingdom

Three presentations are provided from Symposium 36, Knowledge Management, of the Academy of Human Resource Development (HRD) 2000 Conference Proceedings. "Corporate Knowledge Management and New Challenges for HRD" (Hunseok Oh) identifies new challenges for HRD: training and developing knowledge workers, developing managers and team leaders as knowledge coordinators, and building a knowledge-sharing culture. "The Impact of the Corporate University--Case Study Analysis of Developments in the UK" (John S. Walton, Michele C. Martin) subjects the

Prelude to an Overdue Debate. A Discussion Paper. Conference on Internationalising Vocational Education and Training in Europe (Thessaloniki, Greece, May 25-27, 2000). CEDEFOP Panorama Series.
PUB DATE- 00
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cross Cultural Training; Curriculum Development; Developed Nations; *Educational Certificates; Foreign Countries; *Global Approach; *International Cooperation; *International Educational Exchange; Job Skills; Job Training; Occupational Mobility; Overseas Employment; Postsecondary Education; Secondary Education; Staff Development; Student Certification; Teacher Exchange Programs; *Vocational Education
IDENTIFIERS- Australia; Denmark; England; *Europe; France; Germany; *Globalization; United Kingdom

These 12 papers represent different perspectives concerning internationalization of vocational education and training (VET) in Europe. The papers are: (1) "Internationalisation of Vocational Training in Europe" (Margrethe Vestager); (2) "International Employees Plead for Education and Assistance in Adjusting to Living in Foreign Cultures" (Jean R. McFarland); (3) "Globalisation and Internationalisation: Two Conflicting Discourses? Towards a Multilingual, Ethically Reflective Intercultural Competence" (Karen Risager); (4) "Trends in the Internationalisation of Qualifications" (Tim Oates); (5) "Internationalisation--What Are the Possibilities?" (Jorn Sogaard); (6) "Education and Training in Times of Globalization" (Michael Brater); (7) "The International Challenge for VET" (Kim Moller); (8) "Qualification Development of Internationally Active Skilled Workers--From Mobility of Labour to 'Virtual Mobility'" (Peter Wordelmann); (9) "Trainer Exchanges: A Staff Development Opportunity" (Marilyn Young); (10) "Internationalisation as a Challenge for Vocational Colleges in Europe" (Ronald Monch); (11) "The Internationalisation of VET: The Australian Experience" (Tony Crooks); and (12) "All of Us Must Have a Dream..." (Riccardo Petrella, interviewed by Norbert Wollschlaeger). Each paper contains references. (YLB)

ED 441 145 CE 080 160

Tolley, George; Bernstein, Peter
Economic Analysis of a Living Wage Ordinance.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Economic Impact; Economic Research; *Employer Attitudes; Job Layoff; *Local Issues; *Local Legislation; Minimum Wage; Minimum Wage Legislation; Poverty; Taxes; *Wages
IDENTIFIERS- *Illinois (Chicago)

A study estimated the costs of the "Chicago Jobs and Living Wage Ordinance" that would require firms that receive assistance from the city of Chicago to pay their workers an hourly wage of at least $7.60. An estimate of the additional labor cost that would result from the proposed Ordinance was calculated. Results of a survey of contractors, delegate agencies, airport concessionaires, recipients of tax increment financing funds, and subsidized loan recipients were converted to obtain a

NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Developed Nations; Educational Certificates; Foreign Countries; Informal Education; National Standards; Nonformal Education; Postsecondary Education; Prior Learning; Secondary Education; Student Certification; *Student Evaluation; *Vocational Education
IDENTIFIERS- *Spain

This report describes and analyzes the situation of nonformal learning in Spain. Chapter 1 describes the Spanish context by looking at qualification as the point of departure; recent changes in the industrial fabric of Spain and the birth of a new social and institutional view of qualification; the reform of vocational education and training; informal learning in Spain; and the status of work experience in the social debate. Chapter 2 describes and analyzes the schemes and initiatives set up to identify, recognize, and establish the role played by nonformal learning in the social process of constructing qualifications. Five areas in which nonformal learning is recognized and assessed are addressed: the role played by nonformal learning in public employment policies; the status given to nonformal learning by the education authorities, provisions for access to the formal education system, and the scope for recognition of nonformal qualifications; the new national system of qualifications and the creation of the national institute for qualifications; certificates of occupational proficiency; and recognition of nonformal learning within the field of collective bargaining. Chapter 3 considers the direction in which recognition of work-based learning will move, including certificates of occupational proficiency and vocational titles. Chapter 4 draws conclusions. (Appendixes contain a 96-item bibliography and a list of abbreviations.) (YLB)

ED 441 164 CE 080 200

Gatti, Mario; Gonzalez, Lazaro Garcia; Mereu, Maria Grazia; Tagliaferro, Claudio
The Impact of Information and Communication Technologies on Vocational Competencies and Training. Case Studies in Italy, France and Spain. Synthesis Report. CEDEFOP Panorama.
PUB DATE- 00
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Business Administration; Case Studies; Developed Nations; Foreign Countries; Human Resources; *Information Technology; Job Skills; Job Training; *Office Occupations; Organizational Change; Postsecondary Education; Secondary Education; *Technological Advancement; *Technology Transfer; *Telecommunications; *Vocational Education
IDENTIFIERS- France; Italy; Spain

This study is a consolidation of the findings acquired in the course of three parallel surveys conducted in France, Italy, and Spain on the impact of new technologies in the telecommunications and administration/office sectors. Data are from an ad hoc interview questionnaire directed at the people in charge of functional areas of the firm and managers of human resources and training. Chapters 2-5 focus on the following are anti-youth, denigrate adolescent decision-making, and insist that adults take away youth rights. As long as the tobacco industry continues its anti-smoking campaign aimed towards youth, while at the same time increasing advertising to adults, tobacco use will not decline. Some of the recommendations included to help achieve a smoke-free society are: (1) the thrust of anti-tobacco policy should be that tobacco use is socially unacceptable; (2) tobacco should be regulated as an addictive drug; (3) tobacco policy reform must be integrated with reformed drug policies; and (4) tobacco education should be factual and encourage teenage resistance against drug addiction. (Contains 80 references.) (JDM)

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ED 441 183   CG 029 758

Fisicaro, Maria E.; Goss, Joyce L.
Trabajos Cerebrales: de Nacimiento a Pre-Kinder (BrainWorks: Birth to Kindergarten).
PUB DATE- 00
NOTE- 35p.; Translated in part from "BrainWorks: Birth to Kindergarten," by Joyce L. Goss and Maria E. Fisicaro, 1999; see ED 433 486.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attachment Behavior; *Brain; Child Development; Definitions; Early Childhood Education; Emotional Development; *Kindergarten; Language Acquisition; Learning; Logic; Mathematics; Motor Development; Music; Nature Nurture Controversy; Neurology; Socialization; Vision; Vocabulary Development

This is a Spanish adaptation of the English version of the book, "Brainworks: From Birth to Kindergarten. The book is to be used with a multimedia presentation that is available on computer diskette. The book and multimedia presentation are designed to help parents and childcare providers understand the concept of early exposure and exploration that is followed by increased development of synaptic connections and ultimately prepares children to handle preschool and kindergarten school work. Topics discussed in the book are: the developing brain; the enriched environment, programs specializing in early intervention; and kindergarten readiness. A checklist for parents concerning quality care and preschool, a glossary of relevant terms, and a list of recommendations for implementing ideas presented within the book are included. (MKA)

ED 441 184   CG 029 975

McCallum, Faye
Cross-Cultural Perspectives on Educators' Reporting Practices of Maltreatment: An Australian Study.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Child Abuse; Child Neglect;

of problems. Part Two frames the full range of programs that allow a school and a community to address psychosocial problems. Part Three covers five of the most common syndromes students manifest and schools agonize over: attention problems; conduct and behavior problems; anxiety problems, affect and mood problems; and social/interpersonal problems. Part Four explores ways to increase a school's capacity to prevent and ameliorate problems. Part Five provides additional sources of information, including agencies and organizations that can provide further information and support. (Each section contains numerous references.) (JDM)

ED 441 204   CG 030 010

At Issue: Marriage. Exploring the Debate over Marriage Rights for Same-Sex Couples: A Curriculum Guide for High School Educators.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Rights Legislation; Curriculum Guides; Democratic Values; High School Students; High Schools; Homophobia; *Homosexuality; Instructional Materials; *Marriage; Secondary School Teachers; *Sexual Identity; Sexual Orientation; Sexuality
IDENTIFIERS- California; *Homosexual Couples; Tolerance; Vermont

The Gay, Lesbian, and Straight Education Network (GLSEN) aims to unite with educators in cultivating an informed citizenry and future generations of children who respect and accept all people, regardless of their sexual orientation or gender identity. By supporting educators in their efforts to build schools where information and expression flow freely, GLSEN hopes to advance democratic values in classrooms across the nation. This guide provides a means for educators and parents to address questions about civil rights and sexual identity, in an open and direct way. As legislative hearings take place to determine the fate of marriage in states around the country, students will need guidance in order to integrate this complex information and to form their own opinions. This curriculum guide will help students explore the complex issues reflected in the debate on same-sex marriages. Following the lesson plans, readings are included to provide students with a fuller understanding of the many facets involved in the marriage debate. These articles include topics on: (1) meaning and purpose of marriage; (2) rights of civil marriage; (3) historical context and parallels; (4) spiritual unions; (5) influence on youth; and (6) recent decisions in Vermont and California. Also included are Appendix One, "Universal Declaration of Human Rights," and Appendix Two, "The Struggle To Legalize Same-Sex Relationships in the U.S., a Brief Timeline." (Contains 19 resources.) (Author/JDM)

ED 441 205   CG 030 011

Dougherty, Janice; Harris, Pam; Hawes, Janet; Shepler, Rick; Tolin, Canice; Truman, Connie
A Family Guide to Systems of Care for Children with Mental Health Needs = Guia para la familia de "Systems of Care" para la salud mental de sus hijos.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English; Spanish

Area Reading Class" (Sharon E. Andrews); "Spotlighting Specifics by Combining Focus Questions with K-W-L" (Lois E. Huffman); "Using Story Frames To Develop Reading Comprehension" (Leslie Anne Oja); "'On Every Page Someone Gets Killed!' Book Conversations You Don't Hear in School" (Jo Worthy); "Creating the Lifetime Reading Habit in Social Studies" (Joseph Sanacore); "The Place of Picture Books in Middle-Level Classrooms" (Terry Miller); "Wordless Books: No-Risk Tools for Inclusive Middle-Grade Classrooms" (Judith K. Cassady); "Focus on Teenage Parents: Using Children's Literature To Strengthen Teenage Literacy" (Helen L. Johnson, Susanna Pflaum, Ellen Sherman, Patricia Taylor, and Patricia Poole); "Read-Alouds Reluctant Readers Relish" (Barbara Erickson); "The Quick Bo

ED 441 224 CS 013 979

Moje, Elizabeth Birr
"All the Stories That We Have": Adolescents' Insights about Literacy and Learning in Secondary Schools. Kids InSight, K-12.
PUB DATE- 00
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Curriculum Development; *Literacy; *Reading Habits; *Reading Instruction; Secondary Education; Student Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Reading Behavior

Based on the premise that young people have important stories to tell, this book presents adolescents' lives and experiences to show the importance of understanding their literacy practices, to generate ideas for relating those practices to teaching and curriculum development, and to advance the idea that all children need strong, abiding relationships with adults, including teachers. Chapters are: (1) "Learning from Kids"; (2) "Adolescent Literacies in the Secondary School: Beliefs and Practices"; (3) "'All the Stories That We Have': Kids' Insights about Literacy"; (4) "Bringing Kids' Stories into Sight: Ideas for Getting and Keeping Students in Our Sights"; (5) "'So Like It Really Mattered Anyway': Kids' Insights about Teaching and Teachers"; (6) "Making It Matter: On Respect, Manner, and Texts in Content Literacy Teaching"; (7) "Toward a Secondary Literacy Pedagogy"; and (8) Easy To Talk About, Harder To Do: Exploring Projects in Practice." (Contains approximately 140 references. Appendixes contain writers' workshop assessment criteria, project components, project rationale, and an essay by Elizabeth Moje on deconstructing the beauty myth.) (EF)

ED 441 225 CS 013 980

Galda, Lee; Rayburn, Shane; Stanzl, Lisa Cross
Looking through the Faraway End: Creating a Literature-Based Reading Curriculum with Second Graders. Kids InSight, K-12.
PUB DATE- 00
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Fiction.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *African Culture; *African Literature; Attitude Measures; Audience Awareness; Comparative Analysis; Foreign Countries; Grade 11; High School Students; High Schools; *Literary Devices; *Novels; Reading Material Selection; *Student Attitudes
IDENTIFIERS- Author Text Relationship; Cultural Translators; *Response to Literature

A study explored whether high school readers respond significantly differently to African novels in which unfamiliar cultural elements are presented "aggressively" than to those with an "assimilative" presentation of unfamiliar cultural elements. The three novels are set in Africa: Nancy Farmer's "A Girl Named Disaster," Buchi Emecheta's "The Bride Price," and Richard Rive's "'Buckingham Palace' District Six." Two of the authors (Emecheta and Rive) write from their own experiences of living within a particular African culture, and one (Farmer) explicitly translates an African culture that is outside of her experience. Participants, eleventh-grade students from a mainly white, middle-class Canadian suburb, had few life experiences to bring to these African texts, and the assumption was that they would consider themselves "dislocated" readers of these works. Students did a blind reading of the first chapters of the novels and responded in writing to questions of language, voice, and cultural translation, commented on the intended audience, and speculated on the possible relationship of the author to the culture being described. Of the 25 students in the class, 23 suggested that Farmer's book was intended for young adults in Western countries, supporting their opinion with references to the way language is used in the text. Almost all students commented on a contrast in tone and intent between Emecheta's and Farmer's novels, suggesting that the tone of Emecheta's novel was "richer" and "more complex." Rive's novel was recognized as having been written by an insider to a culture--South Africa. Students appeared most satisfied with the texts in which the unfamiliar culture was presented as "normal" and not translated for them. (NKA)

ED 441 247 CS 217 107

Albright, James
Not So Sweet Dreams Are Made of These: Cat Massacres and Reading Revolutions in Literacies and Literate Identities. The Problematics of Appropriating New Technologies into English Education.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *English Instruction; Grade 8; Higher Education; Junior High Schools;

Power of Theatre" (Dubravka Knezevic); (2) "The Future in Black and White: Aboriginality in Recent Australian Drama" (Katharine Brisbane); (3) "Narrative Performance in a Changing World: The Case of the Storytellers in Kenya" (Ezekiel Alembi); (4) "DRAMA/Drama and Cultural Values" (Gavin Bolton); (5) "Reflections of Practice: Playbuilding with Young People in the Post-Modern Cultural Arena" (Morag Morrison and Madonna Stinson); (6) "The Seminal Politics of Arts Education" (Peter Abbs); (7) "Negotiated Movement: Rebel" (Jane Griffin); (8) "Artistic Education and Cultural Distribution" (Roger Deldime); (9) "Art, Drama and Music: Performances Based on Minimal Actions" (Beatriz Cabral); (10) "Drama and Education: Innovating Curricular Experience in Mendoza, Argentina" (Ester Trozzo de Servera); (11) "The Rude Charms of Drama" (John O'Toole); (12) "From Script to Impromptu: Learning a Second Language through Process Drama" (Shin-Mei Kao); (13) "Multimedia Drama in Cross-Cultural Classroom Education" (Lennart Wiechel); (14) "The Power of the Imagination" (Helen Zigmond); (15) "Discovering Right Actions: Forging Ethical Understandings through Dialogic Interactions" (Brian Edmiston); (16) "Pedagogical Psychodrama" (Sheila D. Maluf); (17) "How to Relate To Knowledge in the Context of Partnership" (Christian Pratoussy); (18) "Revisioning Identity: Drama in the Electronic Age" (Alistair Martin-Smith and Belarie Hyman Zatsman); (19) "Performance Analysis: A Strategy for Understanding Traditional and Contemporary Forms of Performance" (Jacqueline Martin); (20) "Framing the Drama: An Approach to the Aesthetics of Educational Theatre" (Anthony Jackson); (21) "Making Sense of Appearances" (Michel Melin); (22) "Intruders in the Convex Glass: A Consideration of the Way in Which We Find Meaning in Plays" (Andy Kempe); and (23) "Survive" (Henry Paul). (RS)

ED 441 267 CS 510 322

O'Toole, John, Ed.; Donelan, Kate, Ed.
Drama, Culture and Empowerment: The IDEA Dialogues (2nd, Brisbane, Australia, July 1995).
PUB DATE- 96
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Context; *Drama; Elementary Secondary Education; *Empowerment; Program Descriptions; Teaching Methods; *Theater Arts
IDENTIFIERS- *Drama in Education

Selected and crafted from presentationsn at the Second World Congress of the International Drama/Theatre and Education Association (IDEA) held in Brisbane, Australia, July 1995, the essays in this book tell stories of using drama and theatre in a broad range of cultural contexts, but all with the same aim of real-life enfranchisement. The contributors' voices all address that aim in one way another and so provide not a series of monologues but a conversation, which is why the book is called "The IDEA Dialogues." Essays in the book are: "Reflections in the River" (John O'Toole and Kate Donelan); "Agendas of Change, Renewal, and Difference" (Jonothan Neelands); "The 'Dramaide' Project" (Lynn Dalrymple); "The 'Zap' Project" (Trevor Laughton and Rhondda Johnson); "The 'Heritage Coast' Project" (Eric Prince); "The 'World of Performance' Project" (Maria Peixinho); "Politics, Education, and Change" (Augusto Boal); "Escapism? Why Not!" (Vlado Krusic); "Drama in the Context of a Divided Society" (Hamish Fyfe); "The Drama and Theatre Class Battlefield" (Shifra envisioned improvement design-- is a common feature among accountability systems in Maryland, Kentucky, and the city of San Francisco. This comparative analysis links specific patterns of schools' plans to specific design features of the accountability system. All three systems bring performance accountability to schools via external imposition but differ in the way they use different performance indicators, selection criteria for probation, and capacity building measures. The report also explores whether differences in the accountability systems (the presence or absence of specific design features) can be associated with differential patterns in school-improvement plans. (Contains 52 references.) (DFR)

ED 441 287 EA 030 415

Stratton, Susan
Defining Professionalism for the Educational Administrator: Perspectives of Aspiring Leaders.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Learning; *Educational Administration; Elementary Secondary Education; Emotional Response; Higher Education; Leadership; *Security (Psychology); Self Concept; *Stress Management; *Time Management
IDENTIFIERS- *Professionalism

This paper reports the work of a spring 1999 class of beginning-level students in educational administration who were challenged by their professor either to define the term "professionalism" for the field or to cease using the term. In accepting the challenge to find meaning in the term, the students researched the literature, talked with other aspiring leaders, and interviewed practitioners. Working in cooperative-learning groups of four or five members, they determined four areas of study for their work: (1) factors impacting the field currently and in the future; (2) attitudes and behavior; (3) skills, abilities, and knowledge; and (4) personal management, for example, dealing with stress, managing time, and finding balance between personal and professional lives. This paper reports findings in the four areas and suggests what specific knowledge, skills, and attitudes professional educational administrators need to succeed in practice, such as a high degree of self-knowledge, the ability to lead by example and model behavior they wish others to demonstrate, the ability to see themselves as vision-builders, and the ability to strive to nurture a healthy emotional intelligence. (Contains 27 references.) (DFR)

ED 441 288 EA 030 418

Perry, Mary
How Much Is Enough? Funding California's Public Schools. EdSource Report.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 00
NOTE- 27p.; Supported by the Stupski Family Fund and the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

ED 441 307 EC 307 824

Liu, Kristin K.; Anderson, Michael E.; Swierzbin, Bonnie; Spicuzza, Richard; Thurlow, Martha L.
Feasibility and Practicality of a Decision Making Tool for Standards Testing of Students with Limited English Proficiency. State Assessment Series, Minnesota Report 22.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Bilingual Education; *Computer Uses in Education; *Decision Making; *Educational Assessment; Elementary Education; English (Second Language); Guidelines; *Limited English Speaking; Mathematics Achievement; Reading Achievement; State Programs; *Student Participation; Surveys; World Wide Web
IDENTIFIERS- Minnesota; *Testing Accommodations (Disabilities)

This report describes a decision-making tool designed to inform English-as-a-Second-Language (ESL) and bilingual educators of the most up-to-date participation and test accommodations guidelines and to assist educators in the process of making informed decisions. It reports on the results of a study that examined the tool's feasibility. The decision-making tool is an electronic version of Minnesota guidelines for making test participation decisions. The Web site design has two branches--one for students with disabilities and another for students with limited English proficiency (LEP); both are centered on making decisions about inclusion and the use of testing accommodations. The Web side design has two branches of decision making to reflect the dual role of the tests within both the LEP and disability branches--one for statewide accountability testing for grades three, five, and eight, and one for graduation requirements testing for grades eight and beyond. A survey of 14 ESL/bilingual educators, 2 district ESL coordinators, and 1 administrator found that 14 thought the format was easy to understand, 10 would use the tool again, and 10 would recommend it to others. Appendices include an overview of the decision matrix and the survey. (CR)

ED 441 308 EC 307 825

Killean, Emer; Hubka, David
Working towards a Coordinated National Approach to Services, Accommodations and Policies for Post-Secondary Students with Disabilities: Ensuring Access to Higher Education and Career Training.
PUB DATE- 99
NOTE- 531p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Access to Education; *Accessibility (for Disabled); College Students; Delivery Systems; *Disabilities; Foreign Countries; Higher Education; Models; *Policy Formation; Student Attitudes; *Student Personnel Services; Surveys

PUB DATE- 00
NOTE- 36p.; Funding also received by the Richard and Rhoda Goldman Fund and Patagonia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Pesticides; *Pollution; *Public Schools
IDENTIFIERS- *Bromides; California; *Health Risk Appraisal

A California study investigates the use of the toxic pesticide methyl bromide near the state's public schools, explains why proposed safety rules have failed to protect children and others from exposure, and examines regions at particular exposure risk. Study results show an increasing exposure to methyl bromide near schools already at risk while statewide use is decreasing. Further results show about one-third of the schools are a half mile or less from methyl bromide application sites, that some areas expose students many times per season to the pesticide, that potential exposure falls disproportionately on children of color, and that the strawberry crop appears to account for over half of all methyl bromide applied near California schools. Recommendations for regulations are presented and include the need for banning methyl bromide applications within 1,000 feet of schools; the development of "acceptable" exposure level standards tenfold higher for protecting children; notification in writing of potential methyl bromide applications that will occur within 1 mile of schools, facilities, and residences; and the need to increase research funding into finding alternatives for methyl bromide. (Contains 10 references). (GR)

ED 441 327 EF 005 709

Lyons, John B.
Alternative Use of K-12 School Buildings: Opportunities for Expanded Uses.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Public Schools; *School Community Relationship
IDENTIFIERS- *Facility Management; *Facility Use

This report examines the underutilization of K-12 school facilities and the hidden advantages and disadvantages in expanding K-12 school facilities beyond a 7-hour weekday. It concludes that the benefits from extending facility hours for more teaching, increased extracurricular activities, and community use appear to far outweigh the more traditional limitations on the use of school facilities. A list of ways school facilities can be used by the surrounding community is provided, followed by resources for information on schools that have already expanded the traditional use of their facilities. (GR)

ED 441 328 EF 005 711

Riley, Becky
Unthinkable Risk: How Children Are Exposed and Harmed When Pesticides Are Used at School.
PUB DATE- 00
NOTE- 60p.

History of English Education in China (1919-1998).
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Asian History; *Chinese; Classroom Techniques; *Educational History; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; *Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *China

This paper considers how to more effectively teach English as a Foreign Language (EFL) in China by incorporating lessons from the 20th century experience of English language learning. The main purpose is to learn more about how English was taught during different periods of time. This information might inform current and future practices by identifying successful and unsuccessful practices in curriculum construction, teaching methods, and instructional materials. Questions considered include the following: Does the teaching appeal to the students' interests and is it related to students' personal experiences? Does the teaching help to develop the students' individuality and creativity? and Does the teaching provide authentic language input and opportunities for communicative practice? It is concluded that historical and contemporary evidence suggests that high quality and effective English teaching in China must do all of these things. Practical suggestions are included, as are extensive historical scholarly references. (Contains 56 references.) (KFT)

ED 441 348 FL 026 271

Cho, Yunkyoung
Use of Connectives in Writings by Korean Learners of English.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conjunctions; Dialogs (Language); *Discourse Analysis; *English (Second Language); Error Patterns; Foreign Countries; Junior High School Students; Junior High Schools; Korean; Language Patterns; Oral Language; Second Language Instruction; Second Language Learning; *Syntax; Transfer of Training; Written Language
IDENTIFIERS- South Korea

The purpose of this study is to investigate the relationship between the use of connectives by learners of English as a foreign language and their length of study. Eighteen writing samples were collected, six from learners with 2 years of study of English and 12 from learners with 3 years of study. Results found that students' length of study was related to the overall occurrence of the range of connectives produced, but it did not lead to a greater number of subordinators, which contribute to the syntactic complexity of a sentence. Furthermore, different connectives were shown to be associated more with certain types of errors than with others. The pedagogical implications of this study are twofold. First, the tendency to over-generalize the rules about using connectives and the excessive use of linking devices may hinder the natural flow of messages and lead to artificial and mechanical writing. Second, students should be taught about the grammatical constraints of

the Planning and Budgeting Committee.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Choice; *Colleges; Exchange Programs; Foreign Countries; Foreign Culture; *Foreign Students; Graduate Study; *Higher Education; International Educational Exchange; International Programs; Research Universities; Study Abroad; Undergraduate Study; Vocational Education; Vocational Schools
IDENTIFIERS- *Israel

This book, which describes higher education programs in Israel, is intended to help overseas students find academic programs suited to their individual needs. Israel's higher education institutions, in conjunction with the Committee for Overseas Students, offer overseas students approximately 30 long-term (one semester or one year) programs that lead toward a degree designed especially for overseas students; 70 summer school programs are also available. The programs offer contact with Israeli students, Israeli society, and Israeli customs. The first section of the book is an overview; it discusses degree programs (undergraduate, master's, and doctoral), diploma studies (certificate programs), special programs for overseas students, and the mandate of the Council for Higher Education in Israel. The largest section of the book is comprised of a listing of academic institutions and the fields of study they offer, arranged hierarchically by universities, non-university sectors, regional colleges under the academic responsibility of Bar-Ilan University, regional colleges under the academic responsibility of Ben-Gurion University, teacher training colleges, and study programs at Israeli institutions of higher education. Each multipage listing provides name, address, phone/e-mail/Web site, followed by a brief historical overview of the institution, the programs of study offered, admission requirements and application information, and sections on student life, housing, and financial aid. (SM)

ED 441 367 HE 032 823

Sax, Linda J.; Astin, Alexander W.; Korn, William S.; Mahoney, Kathryn M.
The American Freshman: National Norms for Fall 1999.
SPONS. AGENCY- American Council on Education, Washington, DC.
PUB DATE- 99
NOTE- 257p.; For prior report, see ED 430 417.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Activism; Career Choice; *College Freshmen; Drinking; Full Time Students; Grade Inflation; Higher Education; *National Norms; Sex Differences; Smoking; Statistical Analysis; Stress Variables; *Student Characteristics; Tables (Data); Teaching (Occupation)
IDENTIFIERS- *Cooperative Institutional Research Program

This 34th annual report of national normative data on college freshmen is part of the Cooperative Institutional Research Program's (CIRP) longitudinal study to assess the effects of college on students. Data for this study is based on 261,217 entering students at 462 U.S. two- and four-year colleges and universities, and is statistically adjusted to reflect the 1.64 million first-time, full-time students entering college as freshmen in fall 1999. The normative data are reported for all freshmen, and separately for men and for women and for 35 institutional groupings. The major stratifying factors are

*World Wide Web
IDENTIFIERS- *Online Courses

This study measured and compared the pre- and post-course differences in college students' attitudes toward and achievement in an asynchronous, Web-based, health profession course. The distance course included 14 Web-based learning modules that students could complete at their own pace prior to finishing the end of the term. The course also involved learner interaction through e-mail, discussion boards, and telephone. The study used a single group pretest and posttest design with volunteer participants from an upper level, Internet-based course on neurological rehabilitation. Students completed a pre- and post-course attitude survey and test of knowledge (related to established course learning objectives). Data analysis indicated that the learning modules were effective. There was an overall improvement in student attitude toward education and enhanced learning of content that was presented asynchronously. Six appendixes include: identified domains related to achievement motivation, the survey on attitudes toward education, and tables and graphs. (Contains 45 references.) (SM)

ED 441 387 HE 032 865

Higher Education in Transition Economies in Asia. Proceedings of the First Workshop on Strategies and Policies in Higher Education Reform in Transition Economies in Asia (Xi'an, China, October 7-10, 1997).
PUB DATE- 98
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Developing Nations; Economic Change; *Economic Development; Educational Change; Educational Economics; *Educational Finance; Foreign Countries; *Free Enterprise System; Government Role; *Higher Education; Politics of Education; Socialism
IDENTIFIERS- *Asia; UNESCO

These proceedings present papers from a workshop for policymakers from member states of the United Nations Educational, Scientific and Cultural Organization (UNESCO) that focused on higher education in transitional economies. After a brief overview of the workshop and the participating countries, reports are presented on Cambodia, China, Kyrgyzstan, Lao PDR, Mongolia, Myanmar, the Russian Federation, and Viet Nam. The papers are preceded by a keynote speech, "Challenges and Strategies for Chinese Universities in the Transition from Planned Economy to Socialist Market Economy in the Information Age" (Min Weifang). Titles of the seven paper presented are: (1) "The Operational Mechanism of Higher Education in the Western Market Economies and Its Use for Reference in Higher Education Reform in Transition towards Market Economies in Asia" (Wang Yibing); (2) "Some Features of Higher Education in the Market Economies: The Case of SEAMEO Member Countries" (Tong-In Wongsothorn); (3) "Market Economy and Higher Education Development: The Case of Malaysia" (Anuwar Ali); (4) "Changing Policies and Strategies in Higher Education in South Asia" (Jandhyala B.G. Tilak); (5) "The Government's Policy and a College's Income Generation" (Yang Chunde, Zhang Jianshen, Wu Keqiang, and Liang Keyin); (6) "Analysis on the Source of Fund for Higher Education Institutions in the Socialist Market Economy" (Li Jine, Qian Mengyong, and Zhu Zhen); and (7) "Higher Education Reform in Economic Transition: The Case of Shenzen University" (Yang Yiyi and Liu Yi). Two appendixes education at NCSU. The entrance of distance learning into the mainstream is discussed in the second section, including developments in technology, and new relationships and partnerships among faculty, administrators, libraries, technical staff, and students. The third section describes library services for distance learning, including specific initiatives at NCSU, the principle of equity of services for local and distant students, and recognition that technology cannot be substituted entirely for human interaction. Four major categories of library services for distance learning are identified: instructional services; faculty communication and liaison; access to information resources; and reference and consultation services. It is concluded that the most effective and sustainable distance learning initiatives are guided by a vision that combines rapid adoption of innovative technologies with sound pedagogical principles. (Contains 14 references.) (MES)

ED 441 407 IR 057 678

Bahri, Che Norma
Malaysian Serials: Issues and Problems.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Cataloging; Electronic Publishing; Foreign Countries; *Library Collection Development; Library Cooperation; Library Material Selection; *Publishing Industry; *Serials
IDENTIFIERS- Electronic Resources; Malaysia

This paper analyzes the issues and problems while looking at the trends and developments of serials publishing in Malaysia. The first section provides background; topics addressed include the country and people of Malaysia, the history of serials publishing in Malaysia, categories and formats of serials publishing, academic publications, government publications, commercial publications, and electronic resources. Collection development is discussed in the second section, including selection of Malaysian serials, cooperative serials collection projects, bibliographic control, and access to Malaysian serials. (Contains 13 notes and references.) (MES)

ED 441 408 IR 057 679

Barberena, Elsa
Mexican Art and Architecture Databases: Needs, Achievements, Problems.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architecture; *Art; *Databases; Foreign Countries;

expenditures were developed. Every week, microbiological samples (400 in total) were taken and tested to prove the effectiveness of disinfection; results indicated 97-99% effectiveness. Statistical estimation of data and accumulated practical experience gave an opportunity to carry out the method of mass document treatment. (Author/MES)

ED 441 429 IR 057 700

Dowlin, Kenneth E.; Loertscher, David
Web-Based Instruction for Continuing Education Students: A Report on the San Jose State University Virtual Library School Program and Its Potential for Web-Based Instruction for Continuing Education.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Distance Education; *Electronic Libraries; Higher Education; Instructional Innovation; *Library Education; Library Schools; Partnerships in Education; *Professional Continuing Education; Program Development; *World Wide Web
IDENTIFIERS- *Online Courses; Paradigm Shifts; San Jose State University CA; *Virtual Universities

This paper on World Wide Web-based continuing education begins with an overview of the concept of the virtual university and the creation of a community of scholars in the virtual university. The University of California Digital Library is then described, including: the strategic need for libraries to change; attributes of the traditional, virtual, and digital library; and a paradigm shift resulting in new definitions of libraries and librarianship. The remainder of the paper focuses on the San Jose State University (California) Virtual School of Library and Information Science, including its mission statement, vision, innovative elements, collaboration and partnerships, development phases, project staff elements, and the learners. (MES)

ED 441 430 IR 057 701

Durbin, Roger
Connecting Art Images and Bibliographic Data: Creating a Tool for Distance Education through Collaboration.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Bibliographic Records; Cooperative Programs; *Databases; Distance Education; Higher Education; Library Catalogs; *Museums; *Visual Arts; *World Wide Web
IDENTIFIERS- Ameritech; *Art Museums; *Image Databases; OhioLINK; University of Akron OH; Web Sites

DESCRIPTORS- Academic Libraries; Archives; Higher Education;
*Library Administration; *Library Collections; Library
Services; Needs Assessment; *Preservation
IDENTIFIERS- *Library Materials Conservation; University of Notre
Dame IN

This paper discusses the importance and the place of collections preservation management in the larger preservation objectives of a library or an archive. Topics addressed include the issues, restraints, strategies, and difficulties associated with implementing collections preservation. The first section frames some of the management issues associated with collections preservation in the United States, including hybrid treatment approaches and integration with other library functions and units. The second section considers assessment, including condition surveys and the use of online catalogs and databases to provide critical information in terms of action surveys. The third section describes selection strategies, including the use-based/circulation-based approach, the subject/great collections/class approach, and the acquisitions-based approach. The fourth section discusses prioritizing, and the last section presents the framework for collections preservation activities at the University of Notre Dame (Indiana). (MES)

ED 441 452 IR 057 723

Kagan, Alfred, Ed.
The Growing Gap between the Information Rich and the Information
Poor, Both within Countries and between Countries--A Composite
Policy Paper.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference
Programme and Proceedings (65th, Bangkok, Thailand, August 20-
28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Access to Information; Disadvantaged; Fees; Foreign
Countries; Global Approach; Labor Force Development; Library
Associations; Library Cooperation; Library Development;
*Library Role; *Library Services; Literacy; Rural Areas
IDENTIFIERS- *Information Equity; International Federation of
Library Associations

The International Federation of Library Associations and Institutions (IFLA) Social Responsibilities Discussion Group was officially established in December 1997 to address the role of libraries in society. The group is initially concentrating on the following themes: equality of access to library collections and facilities; the growing gap between library rich and poor both within and between countries; and the "right to know." This policy paper was developed from six discussion papers prepared for the 1998 IFLA meeting. The themes of the discussion papers were: (1) rural library development; (2) literacy in libraries; (3) fees for library services; (4) human resource development; (5) the electronic information gap; and (6) north-south library cooperation. Comments on the profession, library associations, and IFLA structure are also included. (Contains 45 references.) (MES)

ED 441 453 IR 057 724

Kaniki, Andrew M.

collections within it are a reflection of the community it represents. Two acts that have focused attention on managing diversity in the government sector are summarized: the State Sector Act 1998, which requires the National Library to develop an equal employment opportunities plan each year; and the Treaty of Waitangi Act 1975, a compact by the Maori and the British Crown to build a nation together. The National Library consultation with the Maori has centered on a strategic partnership goal; it will have a strategy for developing an effective partnership with the Maori by 2002. (MES)

ED 441 475 IR 057 746

Morales, Estela
The Information Right and the Information Policies in Latin America.
PUB DATE- 99
NOTE- 12p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Foreign Countries; *Information Policy; Information Technology; Legislation
IDENTIFIERS- Argentina; Chile; Colombia; Costa Rica; Information Society; Latin America; Peru; UNESCO; Venezuela

This paper begins with a discussion of society and information, as well as the right to information. A 1996 UNESCO (United National Educational, Scientific, and Cultural Organization) document entitled "UNESCO and an Information Society for All" is highlighted. Information and informatics policies are then considered. Efforts related to information policies in Mexico are summarized in the following areas: the right to information; the General Library Act; the Copyright Federal Act, the Book Act; and the Program for Informatic Development. Information policy experiences in other Latin American countries, including Argentina, Colombia, Costa Rica, Chile, Peru, and Venezuela, are also described. (Contains 11 endnotes.) (MES)

ED 441 476 IR 057 747

Yeow-fei, Jaffe Yee
The Publishing of Library and Information Science Journals in Southeast Asia--An Overview.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Electronic Publishing; Foreign Countries; *Foreign Language Periodicals; *Information Science; *Library Science; *Publishing Industry
IDENTIFIERS- Asia (Southeast); *Library Journals

This paper presents an overview of the present state of the publishing activities of library and information science journals in Southeast Asia, focusing on format, circulation/readership, quality, and editorial focus. It also

Personnel; *Library Services; *Library Statistics; National Programs; Postsecondary Education; Public Libraries; Reference Services; Special Libraries; Users (Information)
IDENTIFIERS- Canada; Electronic Resources; *Performance Indicators

Canada's National Core Library Statistics Program is designed to capture several key indicators of the broad impact on Canadian society of library services provided by the public, academic, and special library sectors. These impacts can be broadly organized into cultural and economic. Current indicators of cultural impact are question answering services, which numbered 82,000 inquiries per day in 1996 by Canadian library users, and collection use, numbering well over 1 million circulations daily in 1996. Other cultural indicators are library staff, library collection holdings, and service points. An aggregate indicator of economic impact is library expenditures, which totaled more than $1.4 billion in Canada in 1996. However, several important dimensions of library service are not captured at present in the National Core Library Statistics Program, in particular self-help use of electronic information. Given the multidimensional nature of library services and impacts, the challenge of articulating library value must be correspondingly multidimensional, standardized, and universal. (Author)

ED 441 498 IR 057 769

Sharma, R. N.
Development of Library and Information Science Periodicals in Asia, with Emphasis on South Asia: Problems and Solutions.
PUB DATE- 99
NOTE- 9p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Foreign Language Periodicals; *Information Science; *Library Science; Publishing Industry; *Scholarly Journals
IDENTIFIERS- Asia; *Library Journals

During the 20th century, Asian countries have been very active in publishing books and journals in the field of library and information science. Journals have been published in English as well as in many vernacular languages. This paper deals with the development of Asian library journals, with an emphasis on South Asia. Japan was the first Asian country to publish a library journal, entitled "Toshoken Zasshi," in 1907, followed by India in 1912. In 1972, China became the newest nation to enter the publishing of library journals. Since 1907, many journals have been published from Asia, but many have ceased publication for various reasons. As recently as 1998, a new quarterly journal, entitled "Ranganathan Research Bulletin," started publication in India. This paper discusses the coverage, quality of articles, readership, and subscription rates of various South Asian library journals. It also deals briefly with the success of "Library Times International," edited by the author. Finally, a few suggestions are made to improve quality, circulation and coverage, and to attract readership for all library journals in a timely manner through technology. (Author/MES)

ED 441 499 IR 057 770

story cloths (squares of elaborate hand stitching), students can enjoy a broad perspective on this unique culture. More than 50 photos and illustrations detail the intricacies of various Hmong folk arts, day-to-day life, and special occasions. These stories, anecdotes, and activities based on Hmong traditions can help educators extend learning in subjects from social studies to fine arts and language arts. Includes a bibliography of audio and video productions, and an index. (AEF)

ED 441 520 IR 057 856

England-Joseph, Judy A.
Schools and Libraries Corporation: Actions Needed TO Strengthen Program Integrity Operations before Committing Funds. Testimony before the Committee on Commerce, Science, and Transportation, U.S. Senate.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Federal Aid; *Federal Programs; Libraries; Program Improvement; Public Agencies; Schools; *Telecommunications
IDENTIFIERS- Access to Technology; Federal Communications Commission; *Schools and Libraries Corporation; Telecommunications Act 1996; *Universal Service (Telecommunications)

The Telecommunications Act of 1996 expanded universal support to eligible schools and libraries. To administer the universal service program for schools and libraries, the Federal Communications Commission (FCC) directed the creation of the Schools and Libraries Corporation (Corporation). As a start-up operation, the Corporation has had to develop operating procedures and internal controls to implement FCC's orders guiding the program. This testimony focuses on issues related to the Corporation's operating procedures and internal controls, including: its progress in reviewing applications; the scope and timing of key compliance tests; and the status of the independent audit to determine whether the Corporation has developed an appropriate set of internal controls to mitigate against fraud, waste, and abuse. The testimony also discusses FCC's efforts to establish strategic goals and performance measures for the schools and libraries program, as required by the Government Performance and Results Act of 1993. Overall, the review of the Corporation's activities to date indicated that it has made substantial progress in establishing an operational framework for the program that is consistent with relevant FCC orders. The several areas of concern that were identified are discussed, results of the audit work are detailed, and recommendations for strengthening the Corporation's internal controls are given. (AEF)

ED 441 521 IR 057 857

South Carolina State Library Annual Report, 1998-1999.
PUB DATE- 99
NOTE- 77p.; For the 1997-1998 report, see ED 429 606.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Library Administration; Library

Enrollment Trends, Economic Trends, Educational Trends, and Policy Trends. Demographic Trends provides an overview of the current population of San Francisco (SF) by examining ethnicity, age, gender, education, poverty status, and other similar factors. When possible, this information is provided for subsections of the city. Additionally, a number of predictions are made about trends in these areas to allow for long term planning. Enrollment Trends provides enrollment trends and forecasts for City College of San Francisco as well as the San Francisco Unified School District (SFUSD). Looking at the students currently in SFUSD provides some indication of what future enrollments of first time, just-out-of-high-school, community college students will look like. Economic Trends discusses labor market trends, earnings, and emerging industries in the SF Bay area. It provides data and projections by industry as well as information on specific occupations. This trend discusses some major economic initiatives in SF and their likely impacts on the local economy. Educational Trends examines policy, practice, and competition in California's institutions of higher education. It provides details about community college funding and discusses the educational context of City College. This trend describes various other educational institutions in SF. Policy Trends discusses political, legal, and policy characteristics likely to effect California community colleges. (Contains 30 references.) (VWC)

ED 441 541   JC 000 384

Cartnal, Ryan; Hagen, Peter F.
Evaluation of the Early Alert Program, Spring 1999.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Educational Assessment; *Outcomes of Education; *Remedial Programs; *Student Development; *Student Reaction; Student Surveys; Two Year Colleges
IDENTIFIERS- *Cuesta College CA

This report evaluates the Early Alert program at Cuesta College (California). The report is divided into four main sections: services accessed, accessibility, actions taken as a result of receiving an Early Alert letter, and timing and utility of the Early Alert program. These are followed by the demography of the respondents, a brief background describing the Early Alert process, and the survey instrument employed. The Early Alert Program was designed to notify Cuesta College students of potential academic problems early in the semester. Whereas in 1999 a larger proportion of respondents indicated having met with their instructors than in 1998, smaller proportions of respondents in 1999 indicated having used the various tutorial services and labs available than did respondents in 1998. The percentage of respondents in 1999 who indicated that, as a result of receiving an Early Alert letter, they had withdrawn from the course for which the Early Alert was received rose 14.6 percentage points from 1998 to 1999. Similarly, as a result of receiving an Early Alert letter, a larger percentage of respondents "studied more" in 1999 than in 1998. However, in 1999 very few additional actions, such as seeking tutoring or joining study groups, were taken compared with 1998. Finally, respondents indicated significantly higher levels of satisfaction with both the timing of the receipt of the Early Alert letter and the overall utility of the program. (VWC) adolescents suggests a need to focus on how gender differences affect teaching and learning situations and on how middle level school educators can address these differences. This book explains what gender differences are, how gender differences affect learning, how both girls and boys need their gender differences addressed, and how gender differences can be addressed. Chapter 1, "Gender and Young Adolescents," encourages middle level educators to accept the professional responsibility to understand and address gender differences. Chapter 2, "Gender Differences in Young Adolescents: Research and Literature," examines selected studies on gender differences in socialization, roles and behaviors, self-esteem, moral development, health concerns, academic achievement, and school participation, focusing on females' gender differences on the assumption that schools have traditionally based educational experiences of methods to which many males respond well. Chapter 3, "Gender Equity and the Middle Level School Concept," shows how gender and gender issues can be threaded into essential middle level school concepts such as teacher advisories, exploratories, and positive school environments, especially as they accommodate girls. Chapter 4, "Gender and the Middle Level School Curriculum," shows how gender, gender differences, and gender concerns can be reflected in the middle level school curriculum. Chapter 5 provides a look at additional sources of information on gender equity and resources for educators. (KB)

ED 441 561 PS 028 539

Chase, Nancy D., Ed.
Burdened Children: Theory, Research, and Treatment of Parentification.
PUB DATE- 99
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Youth; *Child Role; *Children; Chronic Illness; Cultural Influences; Disabilities; Family Life; Family Relationship; Intervention; Outcomes of Treatment; *Parent Child Relationship; *Parent Role; *Parents; Theories; Therapy

Parentification is defined as compelling children to perform the role of parent at the expense of their own developmentally appropriate needs and pursuits. This book presents a comprehensive study of parentification in the family, covering both theoretical and clinical topics. Part 1 of the book details research related to parentification and gender, work addiction, families with a disabled or ill child, and assessment for clinical or research purposes. Part 2 takes a clinical or contextual emphasis and addresses varied interventions and theoretical orientations. The chapters are: (1) "Parentification: An Overview of Theory, Research, and Societal Issues" (Nancy D. Chase); (2) "Cross-Sex and Same-Sex Family Alliances: Immediate and Long-Term Effects on Sons and Daughters" (Deborah Jacobvitz, Shelley Riggs, and Elizabeth Johnson); (3) "Workaholic Children: One Method of Fulfilling the Parentification Role" (Bryan E. Robinson); (4) "Parentification of Siblings of Children with Disability or Chronic Disease" (Suzanne Lamorey); (5) "Assessing Childhood Parentification: Guidelines for Researchers and Clinicians" (Gregory J. Jurkovic, Richard Morrell, and Alison Thirkield); (6) "Object Relations Therapy for Individuals with Narcissistic and Masochistic Parentification Styles" (Marolyn Wells and Rebecca Jones); (7) "Therapeutic Rituals and Rites of Passage:

DESCRIPTORS- *After School Education; *After School Programs; *Children; Educational Quality; Elementary Secondary Education; Extracurricular Activities; *Latchkey Children; Models; Program Content; Program Descriptions; Program Effectiveness; School Recreational Programs

IDENTIFIERS- Program Characteristics

After-school programs have the potential to keep children safe and out of trouble and can help to improve the academic performance of the increasing numbers of participating children. This report presents positive research on after-school programs and examples illustrating the potential of high-quality after-school activities to keep children safe, out of trouble, and learning. The report presents empirical and anecdotal evidence of successful programs, identifies key components of high-quality programs and effective program practices, and showcases exemplary after-school and extended learning models. The report is presented in three chapters. Chapter 1 discusses the potential of after-school programs, focusing on their potential impact to reduce juvenile crime; to improve academic achievement; to support children's social development and their relationships with adults and peers; and to strengthen schools, families, and communities. Chapter 2 highlights the components of exemplary after-school programs, including goal setting, strong management, and sustainability; high-quality after-school staffing; attention to safety, health, and nutrition issues; effective partnerships with community and other organizations; strong family involvement; enriching learning opportunities; linkages between school-day and after-school personnel; and evaluation of program progress and effectiveness. Chapter 3 describes 10 exemplary after-school programs. A list of resources for after-school programs is appended. (Contains 110 references.) (KB)

ED 441 580 PS 028 574

Karr-Morse, Robin; Wiley, Meredith S.

Ghosts from the Nursery: Tracing the Roots of Violence.

PUB DATE- 97

NOTE- 364p.; Introduction by T. Berry Brazelton.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Behavior Disorders; Brain; Child Abuse; Child Development; Child Rearing; Childhood Needs; *Delinquency Causes; Early Experience; Emotional Development; Environmental Influences; *Family Environment; Family Violence; Fathers; *Infants; Intervention; Mothers; Neurological Impairments; Parent Child Relationship; *Parent Influence; Perinatal Influences; Personality; Prenatal Drug Exposure; *Prenatal Influences; Prevention; *Violence

IDENTIFIERS- Traumas

Noting that although the causes of violence are highly complex and multifaceted, this book argues that a growing body of scientific knowledge demonstrates that maltreatment during the 9 months of fetal growth and the first 24 months after birth often leads to violent older children and adults. Following an introduction, the book contains the following chapters: (1) "Ghosts from the Nursery"; (2) "Grand Central: Early Brain Anatomy and Violence"; (3) "Before We Know It: Prenatal Exposure to Drugs and Malnutrition"; (4) "Love's Labor Lost: Adverse Experiences in the Womb and at Birth"; (5) "Jack Be Nimble, Jack Be Quick: The Disruptive Behavior Disorders"; (6)

Analysis" (Neal Chalofsky), examines the state of research concerning the concept of the meaning of work by proceeding from the theoretical foundation of the content motivation theorists and focuses on what research reveals about the meaning of work as a motivational construct. All three papers contain substantial bibliographies. (MN)

ED 441 090 CE 080 101

Workplace Issues. Symposium 5. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 27p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); Adult Learning; Age Differences; Aging (Individuals); Case Studies; *College Graduates; *Disabilities; Educational Needs; Employee Attitudes; Employment Opportunities; Environmental Influences; Facility Requirements; Higher Education; Interior Design; Job Performance; Labor Force; *Labor Force Development; *Labor Turnover; Lifelong Learning; Literature Reviews; Models; Needs Assessment; Offices (Facilities); *Older Workers; Organizational Change; Privacy; Retirement; Trend Analysis; Universities; Work Attitudes; *Work Environment
IDENTIFIERS- Americans with Disabilities Act 1990; Minnesota (Twin Cities)

This document contains three papers from a symposium on workplace issues that was conducted as part of a conference on human resource development (HRD). "Maximizing Opportunities for the Aging Workforce through Workplace Design" (Virginia W. Kupritz), reports on the second phase of study of the office design features needed to provide older workers with the same opportunities as their younger counterparts to perform their jobs efficiently. "Age and the University Workplace: A Case Study of Remaining, Retiring, or Returning Older Workers" (Tonette S. Rocco, David Stein) discusses how trends toward longer working life spans (including remaining in the workforce longer, retiring, and returning to the workforce) are compelling HRD practitioners to include age in diversity discussions and reexamine career development and training and development opportunities for older workers. "Access to Work for College Graduates with Disabilities in the Twin Cities Metropolitan Area" (Oscar A. Aliaga) examines the changes in organizational behavior and the role of HRD that are required to facilitate access to work for college graduates with various disabilities and explains how to implement accommodations as mandated by the Americans with Disabilities Act. All three papers contain substantial bibliographies. (MN)

ED 441 091 CE 080 102

New Perspectives in Evaluation. Symposium 6. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 26p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English

Learning; *Affective Behavior; Attitude Change; Behavior Change; Comparative Analysis; Education Work Relationship; *Emotional Response; Employed Women; Human Resources; Individual Development; Interpersonal Competence; *Job Performance; Job Satisfaction; *Labor Force Development; Lifelong Learning; Literature Reviews; Military Personnel; Models; Nonprofit Organizations; Organizational Climate; Organizational Development; *Predictor Variables; Service Occupations; Sex Differences; *Work Environment
IDENTIFIERS- High Performance Work Organizations; *Learning Organizations; Sensation Seeking

This document contains three papers from a symposium on emotion and behavior in the workplace that was conducted as part of a conference on human resource development (HRD). "Emotion Work, and Perceptions of Affective Culture in a Military Nonprofit Organization" (Jamie L. Callahan, David R. Schwandt) reports on a study of the emotion work conducted by men and women in a nonprofit organization which found that women were significantly more likely than men to say that the culture of the organization required members to be affectively neutral. "Mature Behavior in Organizations: Indications of Growth and Learning in the Workplace" (Dorothy Marcic, John Maslyn, Debbie L. Waddell) outlines a model of developmental growth of individuals in organizations that consists of four stages (egocentric, protective, compliant, and dynamism) and discusses the model's implications for creating a healthy organization that functions as a high-performing system. "Sensation-Seeking Behaviors: Predictors of Job Performance?" (Thomas G. Reio, Jr., Christopher R. Hardy) reports on a survey of 233 workers at 4 service industry companies in which path-analytic techniques demonstrated that sensation-seeking behaviors can negatively influence workplace learning, technical and interpersonal job performance, and job satisfaction. The papers contain reference sections. (MN)

ED 441 109   CE 080 120

Action Learning. Symposium 21. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 26p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; Andragogy; Case Studies; College Programs; *Education Work Relationship; *Educational Environment; Educational Practices; Educational Trends; Employer Employee Relationship; *Environmental Influences; *Experiential Learning; Foreign Countries; Higher Education; Independent Study; *Labor Force Development; Learning Theories; *Performance Factors; Program Development; Theory Practice Relationship; Trend Analysis; Universities
IDENTIFIERS- Australia; Learning Organizations; Netherlands; Transformative Education; United Kingdom; United States

This document contains three papers from a symposium on action learning that was conducted as part of a conference on human resource development (HRD). "Searching for Meaning in Complex Action Learning Data: What Environments, Acts, and Words Reveal" (Verna J. Willis) analyzes complex action learning documents produced as course requirements in universities in Australia, the United Kingdom, and the United States and concept and practice of corporate university to a critical review through analysis of five organizations. It tests whether the model can support subsequent in-depth primary and comparative analysis and explain similarities and differences between UK and United States approaches. It also evaluates what corporate universities offer that is distinctive from previous in-house training/HRD provision and justifies the appellation "university." "Integrating Knowledge Management into HRD To Improve the Expatriation Process" (Teresa M. Palmer, Iris I. Varner) explores the application of knowledge management to the process of expatriation, using the Palmer & Varner Organizational Decision Making Model for International Staffing, and argues systematic knowledge management may hold the key for improving the success rate. The papers contain reference sections. (YLB)

ED 441 127 CE 080 138

Workforce Development. Symposium 37. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 25p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Literacy; Adult Programs; Basic Skills; College Bound Students; Comparative Analysis; *Education Work Relationship; Employment; Human Resources; Illiteracy; *Labor Force Development; *Literacy Education; *Transfer of Training; *Unemployment; *Welfare Recipients

Three presentations are provided from Symposium 37, Workforce Development, of the Academy of Human Resource Development (HRD) 2000 Conference Proceedings. "Unemployment and Low-Literacy among Welfare Recipients: Continuum of Literacy Program Models" (Larry G. Martin) presents a continuum of four types of literacy programs--academic, situated context/cognition, integrated literacy-soft skills, and integrated literacy-occupational skills. It matches them with five employment tiers of welfare recipients: unsubsidized employed, subsidized employed, subsidized unemployed (community service jobs), subsidized unemployed (transitions), and unsubsidized unemployed (homeless). "The Relationship between Learning Transfer System Perceptions and Basic Workplace Skills" (Reid A. Bates, Elwood F. Holton III) reports a study that examined variation in individual level learning transfer system perceptions associated with job-related basic skill differences and found significant differences for employees with math and reading skill levels required for their jobs versus those without. "Survey Evidence from College-Bound High School Graduates: Implications for School-to-Work STW and Human Resource Development" (Richard L. Hannah) describes early work patterns, reasons for working, and implications in the context of STW literature and the rethinking of evaluative criteria with respect to HRD. The papers contain reference sections. (YLB)

ED 441 128 CE 080 139

Advances in Distance Learning. Symposium 38. Concurrent Symposium Session at AHRD Annual Conference, 2000.

citywide estimate of the cost of the proposed ordinance. Employer responses (1) passing the entire cost of the ordinance through to city government, a cost borne by taxpayers; (2) dismissing low-skill workers; and (3) leaving the city due to reduced profits. The impact of raising a worker's wage from the federal minimum to the Ordinance's amount was examined. Results indicate an increase in after-tax income of workers' families, loss of food stamp and Medicaid benefits, and increased labor costs due to the Ordinance. Chicago taxpayers would bear the cost, resulting in gains to taxpayers elsewhere and limited net benefit to any Chicago workers. The overall impact on Chicago would be reduced employment, loss of businesses, increased taxes, and an uncertain impact on poverty in Chicago. (YLB)

ED 441 146   CE 080 166

Reisinger, Wendy A.
Academic Advising Services for Women in Higher Education.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Advising; *Adult Students; *Counselor Role; *Females; Higher Education; Literature Reviews; *Nontraditional Occupations; Nontraditional Students; Peer Influence; *Peer Relationship

Women in institutions of higher education who deserve special attention in advising situations include those with multiple responsibilities, those in under-represented fields, and reentry women. Factors that can help women be successful in an institutional setting are a supportive family and informal peer support groups. Stressors for women seem to be attached to their changing roles and conflicts with families. The advisor's role in assisting female students is to help them find resources that aid in the synthesis of their existing roles and their new roles as students and in the planning of educational programs that meet adults' short- and long-term needs. Female students in shared advising situations, as research indicates, receive six main benefits: (1) support; (2) cultivation of ideas; (3) inspiration; (4) divergent viewpoints; (5) reassurance; (6) help in defining and explaining ideas; and (7) getting encouragement and feedback from peers and the advisor at the same time. Four ways in which advisors can help female students prepare for accomplishment of course work have been identified: (1) encourage involvement in activities where female students may find mentors; (2) help students comprehend the process of progression to end goals; (3) refer students to appropriate help; and (4) assist students in learning to manage stress. (YLB)

ED 441 147   CE 080 167

Licklider, Cheryl
Graphic Arts: Orientation, Composition, and Paste-Up. Fourth Edition. Teacher Edition and Student Edition.
PUB DATE- 00
NOTE- 571p.; For other documents in the Graphic Arts Series, see ED 432 677 and ED 435 851. For third edition, see ED 410 416.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

four factors that were analyzed in the interviews: the development of company strategies, organizational changes, and the criteria adopted in the choice of technological solutions; the influence of those changes on the competence of the typical practitioners identified in an earlier study; the trends in occupations and vocational competence; and the impact of technologies on vocational training. Chapter 6 makes recommendations on training and the development of skills in a context of technological change. It identifies these four basic skills for working in an information technology context: a sense of personal initiative and creativity; social skills and the ability to work as a team; organizational skills and a system-wide view of organizations; and fluidity in spoken and written language. The report also suggests a social plan to back plans for technological innovation, new content of continuing training, and innovative practices for organizations. (Contains a 46-item bibliography.) (YLB)

ED 441 165 CE 080 201

CEDEFOP Work Programme 2000, Approved at the Meeting of the Management Board (November 23-24, 1999). CEDEFOP Reference Document.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Developed Nations; Educational Innovation; *Educational Research; Foreign Countries; *Information Networks; International Cooperation; Job Training; *Lifelong Learning; Postsecondary Education; *Research and Development; Secondary Education; *Theory Practice Relationship; *Vocational Education
IDENTIFIERS- *European Centre for the Development of Voc Train; European Union

This document presents the Work Program 2000 of the European Center for the Development of Vocational Training (CEDEFOP). It is divided into two sections, each of which describes the main aims and expected activities and outcomes of CEDEFOP projects and the activities of its networks in 2000. The first focuses on developing knowledge and expertise which outlines the themes and content of CEDEFOP projects within the four priority themes. Projects are centered around these themes in the medium-term priorities: promoting competence and lifelong learning; facilitating new ways of learning for a changing society; supporting employment and competitiveness; and improving European understanding and transparency. The second section focuses on serving customers, partners, and policymakers and fostering research cooperation. Projects are centered around the following four guidelines: information on vocational education and training; promoting and interpreting research and the identification of innovation; support to meet specific needs of CEDEFOP's partners; and providing forums for debate and links among policymakers, social partners, researchers, and practitioners. Appendixes include medium-term priorities and operational guidelines for 2000-2003; budget outline for 2000; information and communication policy; organizational chart; and cooperation with the European Training Foundation. (YLB)

ED 441 166 CE 080 202

Straka, Gerald A., Ed.

Cooperation; Elementary Secondary Education; Foreign Countries; Professional Development; Teacher Education; *Teacher Response
IDENTIFIERS- Australia (South Australia); *Child Abuse and Neglect Reporting

Despite legal mandates that educators report their suspicions concerning abuse and neglect of their students, professionals fail to report their suspicions. In the present research, all schools in South Australia were surveyed to explore educators' experiences with mandatory notification training and school reporting practices. The purpose was to ascertain what led educators to report or not to report suspicions of child abuse and neglect. The sample (n=328) was made up of classroom teachers and educators in leadership positions. Findings are reported in three parts: the current mandatory notification situation for educators; the difficulties affecting educators' reporting practices; and strategies for improved reporting practices. It is time to review child protection practices in the light of a continued increase in child abuse and neglect statistics. This paper posits the view that improved professional development and positive and collaborative work with supportive leaders can assist the reporting practices of educators by confronting the personal and professional dilemmas associated with under-reporting. (Contains 38 references.) (MKA)

ED 441 185   CS 029 976

Fischhoff, Baruch, Ed.; Crowell, Nancy A., Ed.; Kipke, Michele, Ed.
Adolescent Decision Making: Implications for Prevention Programs. Summary of a Workshop.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; At Risk Persons; Behavior Problems; *Decision Making; Mass Media Effects; Prevention; Programs; Workshops

Risk taking is a natural part of teenagers' lives. They need to take some risks in order to grow. However, they can also get into trouble with their risk taking when it involves behaviors such as sex, drinking, smoking, violence, and drug use. Interest in the role that decision making plays in adolescents' involvement in high-risk behaviors led the Office of the Assistant Secretary of Planning and Evaluation of the U.S. Department of Health and Human Services to request the Board on Children, Youth, and Families to convene a workshop on adolescent decision making. This booklet summarizes the workshop, held on January 6-7, 1998, which was designed to pull together the diverse perspectives that researchers and practitioners have adopted in regard to adolescent decision making. It provides a brief overview of decision theory and how decision theory might be applied to adolescent behavior. It next considers cognitive, social, affective, and institutional factors that may influence effective decision making. The role of the media is briefly explored, followed by information on several youth development and prevention programs. Finally, the report summarizes issues that were raised throughout the workshop that might be important to the design and implementation of programs for youth. (Contains 80 references.) (MKA)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Instructional Materials; Community Information Services; Elementary Secondary Education; *Mental Health; Mental Health Programs; Parents; Referral; Spanish; *Student Problems; Teachers

This bilingual (English-Spanish) guide is intended to assist parents and caregivers in seeking help for children with mental health problems. As part of the system of care, parents and caregivers need to work together to help the child in need. Caregivers and counselors can help families define their strengths, determine the things they want to change, and find the kind of help and support they need to reach their goals. Depending on the child's needs, help can be obtained from schools, health clinics, community mental health centers, social services, or the court system. Working with several providers can be a confusing and overwhelming experience, unless a partnership is formed with all those involved. This guide, written by families who have received help, serves to help parents and caregivers figure out the steps they need to take in seeking help. Each section explains what the parent needs to know, what questions to ask, what can be expected, and what can be done. A section is provided on finding services for the child, preparing for the referral visit, partnering with service providers, and Rights and Responsibilities. (JDM)

ED 441 206 CG 030 012

Blending Perspectives and Building Common Ground: A Report to Congress on Substance Abuse and Child Protection.
PUB DATE- 99
NOTE- 195p.; Produced in consultation with the National Institute on Drug Abuse, the National Institute on Alcohol Abuse, and the Health Care Financing Administration.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *At Risk Persons; *Child Abuse; Child Welfare; *Children; Drug Abuse; Family Violence; *Intervention; Parents; Research Reports; School Counselors; Teachers
IDENTIFIERS- Child Protection; Department of Health and Human Services

This report attempts to improve the capacity of teachers, counselors, and other professionals to serve families whose children are at risk due to substance abuse and maltreatment on the part of the caretakers. Any professional coming into contact with these children needs to be aware of the scope of the problem and understand what these children face daily. Although parents abuse alcohol and other drugs at lower rates than do adults without children, 11% of U. S. children live with at least one parent who is either an alcoholic or in need of treatment for the abuse of illicit drugs. Few of these children come into contact with the child welfare system, and most remain in their parent(s)' care for most of their childhood. The two main research findings regarding these children are that: (1) they have poorer developmental outcomes, and (2) they are at risk for abusing substances themselves.

DESCRIPTORS- Childrens Literature; *Curriculum Development; *Discussion (Teaching Technique); Grade 2; *Literature Appreciation; Primary Education; *Reading Comprehension; *Reading Improvement; *Reading Processes
IDENTIFIERS- Reading Groups

Presenting the story of how discussion became the foundation of a teacher's classroom practice, this book examines reading development in a group of second graders, observing classroom discussions and the transformation of a basal-reading curriculum into one which used literature-study groups. The book reports on close-up classroom observation as well as the observable literacy patterns through which students created meaning. Chapters are: (1) "Setting the Context"; (2) "How Can I Help My Students become Powerful Conversationalists about Books? Just Jump Right In!"; (3) "Helping Students Learn about Literature"; (4) "Teaching Reading with Literature: A Focus on Engagement and Comprehension"; and (5) "How Can I Know What My Students Have Learned?" (Contains 100 references. Appendixes provide theme bibliographies and the International Reading Association/National Council of Teachers of English Standards for the English Language Arts.) (EF)

ED 441 226 CS 013 981

Weaver, Brenda M.
Leveling Books, K-6: Matching Readers to Text.
PUB DATE- 00
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Readability; *Readability Formulas; *Reading Achievement; *Reading Diagnosis; *Reading Material Selection
IDENTIFIERS- Evaluation Standards; Reading Appraisal Guide

This book addresses the task of matching books to students' reading levels, or book leveling. It assists teachers in making informed choices about appropriate leveling systems, recommends which books can be used in instruction, and suggests how book text level and student reading abilities may correspond. The book will help classroom teachers and administrators customize their literature-based programs to fit the needs of their students. Chapters are: (1) "The Need for Leveling Books"; (2) "Understanding the Dynamics of Book Leveling"; (3) "Preparation and Steps for Leveling Books"; (4) "Comparisons of Leveling Systems"; (5) "The Weaver Reading/Writing Stages"; and (6) "Where Do I Go from Here?" (Contains a glossary and 32 references.) (EF)

ED 441 227 CS 013 982

Morretta, Teresa M.; Ambrosini, Michelle
Practical Approaches for Teaching Reading and Writing in Middle Schools.
PUB DATE- 00
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

*Literacy; Teacher Education
IDENTIFIERS- *Author Text Relationship; Chat Rooms; Columbia University NY Teachers College; Interactive Communication; New York City Board of Education; New York (New York Chinatown); Pennsylvania State University; *Technology Integration

This paper is particularly concerned with the authorial text with its single, usually male, frequently European, inspired and objective voice. Enabled by a discourse of clarity, a reader of this text may identify with a single author's mind. While much has been done to displace this construct in schools over the last few decades, the paper contends that it still foregrounds dominant assumptions about reading and texts in classrooms. Introducing textual practices associated with what is being called here "new machines for dreaming" provides a possible means of displacing long-lived and preferred literacy practices in schools. People are going through another "leserevolution," a term Rolf Engelsing has coined for a period of intensification brought about by an increased access to texts. The new technologies for dreaming return literate subjects to collaborative makers, users, consumers, and critics of hypermedia, Internet, and similar sorts of visual and interactive texts not unlike the pre-Modernist literacies described in Robert Darnton's "The Great Cat Massacre." The paper focuses on uses of electronic bulletin boards, hypermedia constructions, chat rooms, etc., in teacher education courses at the Pennsylvania State University, Columbia University Teachers College, and elsewhere and on the uses of chat rooms in two eighth-grade classrooms in New York City's Chinatown. (Contains 13 references). (NKA)

ED 441 248   CS 217 111

Briggs, Lynn Craigue, Ed.; Woolbright, Meg, Ed.
Stories from the Center: Connecting Narrative and Theory in the Writing Center.
PUB DATE- 00
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Higher Education; Theory Practice Relationship; *Tutoring; *Tutors; *Writing Instruction; *Writing Laboratories; Writing Processes
IDENTIFIERS- *Tutor Role

Through a series of nine narrative essays, this book explores the stories that writing center directors and tutors encounter in their work with students. The essays in the book look at various aspects of the writing center, including how tutors meet and work with students; how tutors interact with students whose opinions and political beliefs are different from their own; how tutors work with students whose instructors use methods that contrast with a tutor's; and how administrative structures frame and define the goals of a writing center. Essays in the book also examine the use of narrative in academic writing. After an introduction by the editors, essays in the book are: (1) "A Story from the Center about Intertextuality and Incoherence" (Lynn Craigue Briggs); (2) "Intellectual Tug-of-War: Snapshots of Life in the Center" (Elizabeth H. Boquet); (3) "Marginal Comments on Writers' Texts: The Status of the Commenter as a Factor in Writing Center Tutorials" (Patricia A. Dunn); (4) "Tutoring in the 'Contact Zone'" (Janice M. Wolff); (5) "Negotiating the 'Subject' of Composition: Writing Centers as Spaces of Productive Possibilities" (Stephen Davenport Jukuri); (6)

Schonmann); "A Theatrical Alternative for Child Survival" (Mangeni I.E.W. Patrick); "Children as Our Answer" (Santi Chitrachinda); "Making Encounters Meaningful" (Katalin Gabnai); "Even in a Snug World" (Francine Chaine); "The Dance of Life" (Lili Galvan); "Alienation and Empowerment" (Cecily O'Neill); "Creating Our Cultural Identity" (Lawrence O'Farrell); "Another Apologetic Reappearance" (Bjorn Rasmussen); "Baptisms" (Beng Santos-Cabangon); "The Spirit of My Story" (Gcina Mhlophe); "Walking in Their Footsteps" (Maureen Watson); "Theatre as a Force for Change" (Celia Moon); "Negotiating the River" (Rustom Bharucha); "Uprooted and Searching" (Kuo Pao Kun); "The 'Big Wind' Project" (Mok Chiu Yu Augustine); "Awareness Theatre" (Godfrey Sim and Janice Drewe); "Identity and Dialogue" (Jean-Gabriel Carasso); "The Story of the World's First Play" (Sharon Grady and Philip Zarrilli); "Sound and Silence--Space and Significance" (Margaret Burke); "Drama and Cross-Cultural Understanding" (Janett Kajic Jackson); "Te Ohu Mahi a Iwi" (Paul Maunder); "Is It the Body That Matters?" (Minke van den Berg); "And a River Runs through It" (Norah Morgan and Juliana Saxton); "Striving for a Whole" (Louis Fantasia); "Stories from Hyperspace" (Robin Pascoe); and "Academic Performance" (Lynn Fels and Lee Stothers). (RS)

ED 441 268   CS 510 324

Saxton, Juliana, Ed.; Miller, Carole, Ed.
Drama and Theatre in Education: The Research of Practice, the Practice of Research. Papers Originally Presented at the International Drama in Education Research Institute (2nd, Victoria, British Columbia, Canada, July 3-8, 1997).
PUB DATE- 98
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acting; *Drama; Elementary Secondary Education; Professional Development; Research Methodology; Teaching Methods
IDENTIFIERS- *Drama in Education; *Theater Research

This collection of papers represents the thinking of distinguished research practitioners of drama and theatre education, who presented keynotes and master classes at the second International Drama in Education Research Institute, held in Victoria, British Columbia, Canada, in 1997. They provide a diversity of approaches to classroom drama and to the kinds of unique research that each contributor brings to his or her own practice. The writing is accessible and challenges readers to examine their own practice. The text provides the kinds of support that can strengthen the voices of those who advocate for the discipline. The papers are: (1) "Research Conversations: Visible Pedagogies/Generous Pedagogies" (Madeleine Grumet); (2) "Research and Practice from the Inside Out" (David Booth); (3) "Drama from Intra-Subjective Monologues and Narratives of Self" (John Hughes and Di Johnson); (4) "The Poetic Artistry of Cecily O'Neill" (Pam Scheurer); (5) "Coq au Vin and Chicken Marengo: Classic Recipes and Inspired Creations" (Barbara Hill and Warwick Dobson); (6) "Drama as a Way of Knowing" (Betty Jane Wagner); (7) "Beyond the Systematic and Rigorous" (Philip Taylor); (8) "'Maybe Someday, if I'm Famous...': An Ethnographic Performance Text" (Johnny Saldana); (9) "The Drama in Research & Articulating Dynamics: A Unique Theatre" (Roslyn Arnold); (10) "A Conceptual Framework for Classroom Acting Behaviour" (Gavin Bolton); (11) "Three Theatres Waiting: Architectural Space and Performance Traditions" (Jonothan Neelands); and (12) "Lurching Out of the

DESCRIPTORS- Competency Based Education; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Financial Support; *Performance Factors; *Public Schools; Resource Allocation
IDENTIFIERS- California

California's public school system lacks the capacity to deliver on today's higher standards and expectations for all its students. Educators and policymakers believe that greater capacity will require additional funding. The more complex question, however, is, "How much funding would be adequate for California public schools?" This report describes the school-finance controversies in California that limit the state's answers to some degree. Within the context of the currently highly complex, state-controlled California school-finance system, both the level of funding and the allocation process are controversial and frustrating for educators. Some key issues energize the discussion; for example, with per-pupil expenditures well below the national average and the high cost of living, California's public schools have had less money to work with than the majority of their counterparts, particularly in the nation's other industrial states. The assumption that the level of school funding and how funds are used, should, in some way, be linked to expectations for student and school-system performance is central to the concept of funding adequacy. Accordingly, determining how much funding is enough requires moving from a formula based on what is available to one that requires some consensus about what outcomes are desired from the system and agreement about the best way to get them. A two-page executive summary is appended. (DFR)

ED 441 289 EA 030 420

How Are California's Education Dollars Spent? EdFact.
PUB DATE- 00
NOTE- 4p.; Supported by the Walter and Elise Haas Fund.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Competency Based Education; Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Financial Support; *Performance Factors; *Public Schools; *Resource Allocation
IDENTIFIERS- *California

School spending decisions are made locally in California, mostly by the leaders in each school district. In making these decisions, local districts have to comply with the provisions of local collective bargaining contracts with employee unions and with state and federal regulations regarding how some money must be spent. An analysis of school expenditures statewide indicates that, on average, the state's education dollars are being used to support teachers and students. The increase in funds allocated to personnel at all levels was roughly proportional to the total increase in spending. The most dramatic rise in expenditures was for books, supplies, and equipment. This report provides a summary of the most recent data (1997-98) on how K-12 education dollars are spent in California. After several years of recession in the early 1990's, the state's economy was again growing and California was reducing class sizes in K-3 classrooms and increasing its investment in instructional materials. (DFR)

ED 441 290 EC 307 637

Udvari-Solner, Alice; Bailey, Brent R.

IDENTIFIERS- Canada; Testing Accommodations (Disabilities)

This publication presents the results of a survey of 70 service providers and 349 students that examined the level and types of services, the types of accommodations, and policy with respect to postsecondary students with disabilities across Canada. Service providers indicated that the model of service delivery at their institution was highly centralized or partially centralized, with very few indicating a decentralized model of delivery. Students are required to provide documentation in some cases in order to receive services at almost all the institutions represented. Respondents also indicated their institutions were planning modifications to physical accessibility more frequently than modification to programs or policies. Only 58.6 percent of institutions provided written materials to students with disabilities concerning services available to them. Student respondents indicated that most had a learning disability (36.1 percent), two-thirds required extended test time, and a little more than half required academic accommodations. Areas in which respondents frequently identified successful programs were: academic accommodations, adaptive technology, and academic support services. Students reported that the lack of an office that focused on disability service issues was one of the least successful features of access at their particular institutions. Appendices include assessment instruments. (Contains 25 references.) (CR)

ED 441 309   EC 307 826

Wheeler, Sue

Transition from School to Work: Career Choices for Youth with Disabilities. Resource Package.

SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).

PUB DATE- 97

NOTE- 104p.; Additional information for the package was written and prepared by David Hubka and Emer Killean from the report, "Employment Opportunities for Post-Secondary Students and Graduates with Disabilities: A National Study" (NEADS, July 1996).

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- College Students; *Disabilities; Education Work Relationship; Employment; Foreign Countries; High Schools; Higher Education; Internet; *Job Search Methods; *Labor Market; Labor Needs; Resumes (Personal); Self Disclosure (Individuals); Self Esteem; *Student Financial Aid; *Student Personnel Services; Transitional Programs; Work Environment

IDENTIFIERS- Canada

This resource package has been developed to assist Canadian youth with disabilities in making the transition from high school to postsecondary education or from postsecondary education to the world of work. The steps for the transitions are clearly described in the package; the supports are identified; and the final career requirements are documented. Relevant information is offered to empower youth to connect with services and programs that are designed to assist with the transition to postsecondary education. New resources developed especially for this package cover a wide range of topics, including: (1) labor market information, trends, and career projections; (2) services available on the electronic highway to assist students

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Elementary Secondary Education; *Pesticides; *Poisoning; *Public Schools
IDENTIFIERS- *Health Risk Appraisal; *Health Risk Susceptibility

This report examines the extensive presence of pesticide contamination in the environment and its impact on children. Chapters 1 and 2 review evidence that when pesticides are used indoors or out in other comparable settings, unavoidable contamination occurs, even when products are used according to label directions. Chapter 3 explains that people can be exposed to pesticides by breathing vapors or dusts, absorbing residues through their skin or eyes, or ingesting residues, granules or baits through hand-to-mouth contact. Chapter 4 documents actual school pesticide exposure incidents and presents the symptoms experienced. Chapter 5 presents recommendations for parents, schools, states, and the federal government. An appendix contains summary narratives describing 98 selected school pesticide exposure incidents that have occurred in the United States since 1986. Accompanying this report is "Unintended Casualties: Five Children Whose Lives Were Profoundly Affected by Pesticide Exposures at School," which contains five stories of children whose health and lives were affected in profound and permanent ways by pesticide exposures at school. (Contains 98 references). (GR)

ED 441 329 EF 005 712

Earthman, Glen I.
The Impact of School Building Condition and Student Achievement, and Behavior.
PUB DATE- 98
NOTE- 26p.; Paper presented at the European Investment Bank/Organization for Economic Coordination and Development International Conference, (Luxembourg, November 16-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Environment; *Educational Facilities Improvement; Elementary Secondary Education; Parent School Relationship; Public Schools; *Student Behavior

This paper examines study findings on the relationship between the educational facility and the student variables of academic achievement and student behavior, revealing the extent that thermal environment, proper illumination, space, and equipment and furnishings have on students. Additionally discussed is the relationship between parental involvement, school building conditions, and student achievement. In almost all cases, the better the built environment is, the more positive the impact on students' test scores is: test scores between students in substandard buildings compared to students in better school environments differed by 5 to 17 percentile points. Also, in cases where there was greater parental involvement in fundraising for school purposes, the school buildings were in better condition. The conclusion is that money spent on school building improvement is money well spent. While it is known that better prepared graduates of the local school system are more productive citizens, the degree of influence the school environment has on later life remains unknown. (GR) individual connectives, because half of the incorrect uses of connectives resulted from not observing those constraints. Learners also need to become aware of the difference in register between spoken and written discourse; many of the errors in this study were caused by the transfer of the conventions of speech to writing. Students should therefore be exposed to more formal texts to help them understand the different conventions. (Contains 37 references.) (KFT)

ED 441 349 FL 026 281

Marcos, Kathleen M.; Peyton, Joy Kreeft
Promoting a Language Proficient Society: What You Can Do. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrators; Business; *Community Role; Elementary Secondary Education; *Language Proficiency; *Parent Participation; Policy Formation; Second Language Instruction; Second Language Learning; *Second Languages; *Teacher Role
IDENTIFIERS- ERIC Digests

Interest in and support for language study has been strengthened in the United States in recent years by the growing recognition that proficiency in more than one language benefits both individual learners and society. For the individual language learner, research has found a positive link between second language proficiency and cognitive and academic ability. Several studies indicate that individuals who learn a second language are more creative and better at solving complex problems than those who do not. Other studies correlate bilingual proficiency with higher scores on standardized tests and tests of both verbal and nonverbal intelligence. A multilingual workforce enhances America's economic competitiveness abroad, helps maintain our political and security interests, and promotes tolerance and intercultural awareness. Although the opportunities that are available for learning languages may vary depending on location, there are many ways to encourage the study of languages in the home, the classroom, and the community. This digest suggests specific ways that parents, teachers, school administrators, policymakers, and members of the business community can foster the learning of languages among children and adults. (VWL)

ED 441 350 FL 801 372

Christison, Mary Ann; Kennedy, Deborah
Multiple Intelligences: Theory and Practice in Adult ESL. ERIC Digest.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

institutional race (predominantly white versus predominantly black); control (public, private-nonsectarian, Roman Catholic, Protestant); type (university, four-year college, two-year college); university selectivity level by sex, and four-year colleges by selectivity level. An overview identifies major trends, which include: growing amounts of stress, especially among women; increasing academic disengagement; intensified grade inflation; declining commitment to social activism; a decline in drinking and smoking; growing interest in teaching careers and the arts; and growing numbers of older freshmen students. Appendices present details on the CIRP survey methodology, the 1999 student information form, coding scheme, participating institutions, data precision, and a sample report furnished to participating campuses. (Contains 16 references.) (SM)

ED 441 368 HE 032 824

Talburt, Susan
Subject to Identity: Knowledge, Sexuality, and Academic Practices in Higher Education. SUNY Series, Identities in the Classroom.
PUB DATE- 00
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Collegiality; Diversity (Faculty); *Ethnography; Females; Higher Education; *Lesbianism; Naturalistic Observation; *Sexuality; Social Influences; *Teacher Attitudes; Teacher Behavior; Teacher Characteristics; *Teacher Role; Teaching Styles; *Women Faculty
IDENTIFIERS- *Homosexual Teachers; Teacher Knowledge

This ethnography explores the academic practices of three lesbian faculty members at a public research university. The book seeks to rethink constructions of identity and knowledge in an academic setting by looking closely at how these women are defined by and redefine the terms "lesbian" and "academic," and it examines how lesbians construct their roles as faculty members in order to problematize social, institutional, and personal dilemmas created by their presence and action. The focus is on social and institutional discourses, personal conversations, and the lives and actions of people within and beyond the university. The book explores ideals of research, teaching, and service, and their enactment in a university setting. It investigates the university itself, including how knowledge and professional roles are constructed and legitimated within the intersections of institution, department, and discipline, as well as official and unofficial recognition and representations of lesbians' presence. (Contains an extensive bibliography.) (SM)

ED 441 369 HE 032 845

Walker, David A.
Higher Education: In Search of Access and Scholarship.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Black Students; Community Colleges; *Diversity (Student); *Educational History;

present a list of participants and a workshop schedule. (SM)

ED 441 388   HE 032 866

Reznik, Yuri
The Reform of Higher Education in Post-Soviet Russia: 1987-1997.
PUB DATE- 97
NOTE- 8p.; Paper presented at the "Russia in Asia" Seminar of the Political Science Department at Southern Connecticut State University (New Haven, CT, October 22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Decentralization; Democracy; *Educational Administration; *Educational Change; Educational Finance; *Educational Philosophy; Foreign Countries; *Higher Education; Humanization; Politics of Education
IDENTIFIERS- *Reform Efforts; *Russia

This paper describes higher education reform in post-Soviet Russia. Basic educational reform began in 1987 towards the end of the Soviet period, moving through two earlier stages, and is now in the third stage. The first stage was an ideological shift in the vision of education as a social institution and a profound change in the philosophy, content, and methods of education (with an emphasis on humanization). In the second stage, the old dogmatic approach to education management was phased out, and a new concept management other than direct administration was implemented. This stage decentralized and democratized higher education to allow higher education institutions more academic and financial autonomy, created non-state institutions, and put greater emphasis on human-centered studies. It also codified the legal basis of reform. The third stage is a technical one; the main objective of which is fostering and putting into effect earlier reforms. The paper also offers details on the structure and mechanisms of the development of higher education in Russia and presents a comparative analysis of higher education in Russia and in the world's leading countries. The paper concludes with a description of Chita State Technical University, an example of an institution in the third phase of the reform process. (SM)

ED 441 389   HE 032 867

The Governor's Fiscal Year 2001 Budget.
PUB DATE- 00
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; Educational Facilities Improvement; *Educational Finance; Expenditures; Government School Relationship; Grants; *Higher Education; Operating Expenses; Public Support; *Resource Allocation; State Colleges; State Government; State Universities; Tables (Data)
IDENTIFIERS- *Illinois

This report presents the Illinois governor's fiscal year 2001 budget, focusing on higher education. The governor has proposed a fiscal year 2001 state budget totaling $46.5 billion. The budget includes $3.4 billion for higher education operations and grants, which is an increase of $181 million, or 5.7 percent, over fiscal year 2000. This report compares fiscal

Reference Materials
IDENTIFIERS- *Database Development; Mexican Arts; Mexico

At the International level, a lack of diffusion of Mexican art and architecture in indexes and abstracts has been detected. Reasons for this could be lack of continuity in publications, the use of the Spanish language, lack of interest in Mexican art and architecture, and sporadic financial resources. Nevertheless, even though conditions are not the best, database development in these disciplines has achieved several goals. These include: the index of the magazine "Artes de Mexico" on CD-ROM, the database PEPENAR (a union catalog of Latin American art and architecture periodicals); the databases LATINOARTE, MEXICOARTE, INBART, ARTEX, BEXART; and, recently, the Cultural Information System of the Mexican cultural ministry, as well as the inclusion of approximately 2,000 Mexican contemporary artists in the Union List of Artists Names and participation in the International Directory of Art Libraries. Problems are centered on the standardization of the information and the compatibility of the computer program, together with the lack of continuous support of interested organizations. (Contains 13 notes.) (MES)

ED 441 409 IR 057 680

Besser, Howard
Network Access to Visual Information: A Study of Costs and Uses.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Comparative Analysis; Computer Interfaces; Costs; Focus Groups; Higher Education; Information Technology; *Museums; Slides; Teacher Attitudes; *Visual Arts
IDENTIFIERS- *Digital Imagery; Metadata; Search Engines

This paper summarizes a subset of the findings of a study of digital image distribution that focused on the Museum Educational Site Licensing (MESL) project--the first large-scale multi-institutional project to explore digital delivery of art images and accompanying text/metadata from disparate sources. This Mellon Foundation-sponsored study evaluated the costs, infrastructure, and efforts involved in implementing the MESL project, as well as user reaction to functionality. The study also examined costs of running analog slide libraries and compared these to costs and functionality associated with digital image distribution. The paper briefly discusses the cost-center models used to examine the distribution of digital and analog images, including: creating digital images and metadata, mounting and distributing digital images, maintaining a distribution house, running a slide library, and an analysis of hybrid image libraries. It presents a comparison of user interfaces and search engines from the MESL universities and reports on the results of focus groups discussing faculty adoption of digital images for classroom use. (Author/MES)

ED 441 410 IR 057 681

Gorman, G. E.; Breen, Eileen
Library and Information Science Journals in the Asian Context.

This paper describes a project that is a joint effort sponsored by the Ameritech company involving the Akron Art Museum (Ohio), the University of Akron (its libraries, New Media Center, and education faculty), and the state-wide library and multimedia consortium, OhioLink. The project combines the machine-readable cataloging of the museum's library with the creation of a World Wide Web site that includes images of the museum's permanent art collection. The purpose of the grant was to find the necessary software to connect bibliographic information with image data in both the library's catalog, which it shares with the university, and the Web-based database. Once completed, parts of this art/library Web product can be refashioned into an important and accessible educational tool for use within the museum itself, out in the greater metropolitan area, and wherever Internet-based Web resources can reach. (MES)

ED 441 431 IR 057 702

Ekman, Maud
To Reach Multicultural Users in Libraries--Some Reflections and Examples from Sweden.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Cultural Differences; *Cultural Pluralism; Foreign Countries; Library Facilities; Library Materials; Library Personnel; *Library Services; Outreach Programs; *User Needs (Information); *Users (Information)
IDENTIFIERS- Sweden

This paper describes library services to multicultural users in Sweden. The first section addresses library buildings and staff, stressing the importance of a welcoming environment. Library materials and technique are discussed in the second section, including media in other languages and access to the Internet. The third section considers communication with the surrounding society, including outreach programs and resources for young adults. The final section focuses on the mother tongue and the new language. (MES)

ED 441 432 IR 057 703

Elah, Wafaa Ali Abdel
Developing a Parliamentary Research Service: The Egyptian Experience.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Foreign Countries; *Government (Administrative Body); Government Libraries; Information Technology; Legislators; *Research; Users (Information)
IDENTIFIERS- Egypt; *Legislative Research; Parliamentary Libraries

Internet Use and Training Needs of Staff of the esAL Consortium, KwaZulu-Natal, South Africa: Partnership between Historically Disadvantaged and Advantaged Institutions (HDIs and HAIs).
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Advantaged; Consortia; Disadvantaged; Educational Needs; Foreign Countries; Higher Education; Information Services; *Information Skills; *Information Utilization; *Internet; *Library Cooperation; Library Surveys; Problems; *Training; Use Studies
IDENTIFIERS- Information Equity; South Africa; *Technology Utilization

Academic libraries in South Africa are increasingly under pressure to provide Internet-based information services. Due to the historical background (i.e., apartheid policies), however, some postsecondary institutions were better endowed than others in terms of financial resources, library personnel, material resources, and with respect to Internet facilities and services. Similarly, library and information science (LIS) education and training departments have in the past differed significantly in terms of resources and staff available to train library personnel who eventually staff academic libraries. Consequently, institutions are categorized as Historically Disadvantaged Institutions (HDIs) and Historically Advantaged Institutions (HAIs). This paper presents survey results of members of the Eastern Seaboard Association of Libraries (esAL) consortium for cooperation among libraries in South Africa that assessed Internet connectivity, ways that the Internet is used, skill or comfort levels with Internet services, problems using the Internet, and training needs. (MES)

ED 441 454 IR 057 725

Tobin, Tess; Kesselman, Martin
Evaluation of Web-Based Library Instruction Programs.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Computer Uses in Education; Evaluation Criteria; Guidelines; Higher Education; *Instructional Design; Instructional Development; Interaction; *Library Instruction; *World Wide Web
IDENTIFIERS- Usability; Web Sites

This paper reviews recommended guidelines for World Wide Web-based instruction and provides a framework for libraries worldwide in designing Web-based instructional programs. The first section describes Web-based training, including interactivity and the content and objectives of Web-based library tutorials. The second section discusses Web design and evaluation criteria for library professionals, including guidelines developed by the Library Instruction Round Table of the American Library Association and the Instruction Section Teachings Methods Committee of the American Association of highlights some of the important titles from Thailand, Malaysia, Singapore, the Philippines, Indonesia, Brunei, Vietnam, and Laos. Suggestions are made to advocate more support and to encourage more publishing activities, especially online. (Author/MES)

ED 441 477 IR 057 748

Munnich, Monika
German Cataloging Rules Facing the 21st Century--RAK Heading for Internationality and Online Operability.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cataloging; Foreign Countries; *German; Guidelines; Higher Education; National Standards
IDENTIFIERS- Anglo American Cataloging Rules 2; Germany

This paper describes the current state and future development of RAK (Regeln fur die Alphabetische Katalogisierung), the German cataloging rules. The following topics are addressed: (1) the German cataloging landscape, including rules for descriptive cataloging, regional networks, format, data suppliers, and the rules landscape; (2) insufficiencies of the present situation, including demands related to reduced financial support, as well as the REUSE project to investigate the differences between RAK and AACR2 (Anglo-American Cataloging Rules, 2nd edition); (3) RAK2 (2nd edition) as it is in progress, including title terminology and headings, hierarchies, author definition, entries under persons and corporate bodies, encoding, and entity adaptation within name records; and (4) prospects for the future. (MES)

ED 441 478 IR 057 749

Murgai, Sarla R.
Motivation To Manage: A Comparative Study of Male and Female Library & Information Science Students in the United States of America, India, Singapore, & Japan.
PUB DATE- 99
NOTE- 24p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; Comparative Analysis; *Females; Foreign Countries; Group Status; Higher Education; *Information Science Education; Library Science; Males; *Sex Differences; *Student Motivation
IDENTIFIERS- India; Japan; Singapore; United States

This study compared the managerial motivations of library and information science (LIS) students in the United States with LIS students in India, Singapore, and Japan. The students responded to a questionnaire containing 41 statements on managerial motivation. These statements were divided into 10 categories: task orientation, fear of success, perseverance, reaction to success/failure, future orientation,

Shenton, Helen
Macro and Microenvironments at the British Library.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; Building Design; Foreign Countries; *Library Facilities; *Library Materials; National Libraries; Newspapers; *Physical Environment; Preservation; *Storage
IDENTIFIERS- *British Library (England); *Library Materials Conservation; United Kingdom

This paper describes the storage of the 12 million items that have just been moved into the new British Library building. The specifications for the storage and environmental conditions for different types of library and archive material are explained. The varying environmental parameters for storage areas and public areas, including reading rooms and exhibition galleries, are described. An early assessment of the physical conditions in the new library building is made, reviewing the achievability of the specifications in practice, together with an appraisal of the overall effect of the improvements to the macroenvironment on the collections. In the second part, the microenvironments of enclosures used at the British Library are described. Comparisons of costs and the amount of practical protection afforded by different types of enclosures, from drop-back boxes to chit-su-type boxes to phase boxes, is made. The paper describes exemplar boxing projects in preparation for moving large quantities of material to a new building and projects to test an environmental specification using dataloggers within enclosures. It concludes with current work examining the possible use of vacuum packing and oxygen-free storage of, particularly, newspapers. (Author/MES)

ED 441 500 IR 057 771

Singh, Jagtar
South Asia in the Global Electronic Village: Issues and Implications.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Developed Nations; Developing Nations; Foreign Countries; Global Approach; *Information Technology; Internet; Library Services; Regional Cooperation; Shared Library Resources; *Technological Advancement
IDENTIFIERS- *Asia (South); Bangladesh; Bhutan; India; Maldives; Nepal; Pakistan; Paradigm Shifts; Sri Lanka

This paper discusses issues related to developments in computer and communication technologies in south Asia. The first section considers the Internet and its impact. Paradigm shifts and globalization are addressed in the second section, including

Collections; Library Development; Library Funding; Library Materials; Library Networks; Library Services; *Library Statistics; Public Libraries; *State Libraries; Tables (Data)
IDENTIFIERS- *South Carolina State Library

This report summarizes the activities of the South Carolina State Library for 1998-1999. Sections include: (1) library governance and mission statement; (2) brief library history; (3) details about the organization and operations of the library, including a description of each of the six service departments, a list of library staff, highlights of the year, and a financial statement chart indicating expenditures; (4) data on library services, including services to state government, interlibrary loan, state documents depository system, services to the blind and physically handicapped, and state library loan statistics; (5) a statistical summary of library materials and description of special collections; (6) library development, including consultation services and grant administration; (7) an update on the South Carolina Library Network; (8) public information services activities; (9) data on volunteer program participation; and (10) a list of recent state library publications. Appendix 1 contains directories of public library Board Chairmen, South Carolina public libraries, college and university libraries, and state institutional libraries. Appendix 2 contains a statistical summary table for 1998-1999. Includes statistical tables. (AEF)

ED 441 522 IR 057 859

Thomsen, Elizabeth
Rethinking Reference: The Reference Librarian's Practical Guide for Surviving Constant Change.
PUB DATE- 99
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Information Services; Information Technology; Librarians; Library Collections; Library Development; Library Role; *Library Services; *Reference Services
IDENTIFIERS- Library History

This book has three purposes: to provide a perspective for looking at how traditional reference service "fits" in with new trends and issues; to document the myriad ways in which day-to-day library services are being transformed by changes in technology, culture, and staffing; and to offer guidance and advice for evolving reference services to adapt to these changes and for communicating the value of those services to administrators and funders. The volume is arranged in nine chapters which address different aspects of reference work. Each chapter uses sidebars and tables which present strategies for success, observations of developing trends, tips on providing services, and Web sites that will make keeping current easier. Chapter 1 is a brief history on the role of the reference librarian over the last century. Chapter 2 discusses the function and characteristics of a reference librarian and how the profession has changed with advent of electronic resources. Chapter 3 discusses the nature of effective communication, communication challenges of reference work, the reference interview, and implications of the Americans with Disabilities Act. Chapter 4 starts with a short history of reference collections followed by the use and evaluation of

ED 441 542 JC 000 385

Student Enrollments and Completions in the Illinois Community College System, Fiscal Year 1999.
PUB DATE- 00
NOTE- 115p.; For the 1998 Fiscal Year report, see ED 427 810.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Credit Courses; *Educational Attainment; *Enrollment Trends; *Noncredit Courses; State Colleges; Student Educational Objectives; Tables (Data); Two Year Colleges
IDENTIFIERS- *Illinois Community College System

This report presents aggregate annual noncredit course enrollment data for fiscal year 1999 and selected detailed information about individuals enrolling in noncredit courses, along with annual enrollments for credit-generating students in Illinois community colleges. Completions are reported only for collegiate-level programs. For students enrolled in credit coursework, more than half were female (56.1%), one-third were of minority ethnicity, and 2 out of every 5 students were 31 years of age or older. Available information on students enrolled in noncredit courses show nearly identical gender representation (56.4% female), less minority participation (9 with one-quarter minority noncredit enrollments), and the participation by a more mature population in noncredit courses being two-thirds of the students 31 years of age or above. In the past year, overall community college enrollments increased and completions decreased. Despite a decline in the number of credit-generating students, the accelerating number of students served through noncredit courses affirms that the Illinois community college system continues to adapt to the evolving educational needs of the communities the colleges serve. Highlights of the fiscal year 1999 Annual Report are reported. Appended in this report are Credit Enrollment Data Tables, Noncredit Course Enrollment Data Tables, and Completion Data Tables. (VWC)

ED 441 543 JC 000 386

Hagen, Peter F.; Cartnal, Ryan
Cuesta College Student Withdrawal Survey.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Institutional Role; Questionnaires; School Holding Power; Student Attitudes; *Student College Relationship; Student Surveys; Tables (Data); Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *Cuesta College CA

The spring 1999 student withdrawal survey was made available for approximately two weeks before the final withdrawal deadline to all students who formally dropped a class through the admissions office at either the North County or San Luis Obsipo campus of Cuesta College in California. A total of 438 useable surveys were collected. The identical survey was administered in the same manner to the same population during the spring

Helping Parentified Children and Their Families" (Helen W. Coale); (8) "Trauma, Invisibility, and Loss: Multiple Metaphors of Parentification" (Bruce Lackie); (9) "Parentification in the Context of the African American Family" (Louis P. Anderson); and (10) "The Archetype of the Parentified Child: A Psychosomatic Presence" (Paula M. Reeves). (Each chapter contains references.) (KB)

ED 441 562 PS 028 542

Brickman, Nancy A.
Creative Representation. High/Scope Preschool Key Experiences.
PUB DATE- 99
NOTE- 33p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creativity; *Play; *Preschool Children; *Preschool Curriculum; Preschool Education; Preschool Teachers; *Teacher Student Relationship
IDENTIFIERS- High Scope Model

Recognizing the role of creative representation experiences in early childhood in developing a foundation for adult thinking skills, this booklet and accompanying videotape present six key experiences in creative representation in the High Scope Model: (1) recognizing objects by sight, sound, touch, taste, and smell; (2) imitating actions and sounds; (3) relating models, pictures, and photographs to real places and things; (4) pretending and role playing; (5) making models out of clay, blocks, and other materials; and (6) drawing and painting. For each of the key experience areas, the booklet discusses the thinking processes involved, provides examples of such experiences, and discusses how adults can support these experiences in early childhood settings. The booklet concludes with a checklist for encouraging creative representation and a suggested materials list. (KB)

ED 441 563 PS 028 545

Vora, Parul; England, Eileen M.
Children's Social Categories and the Salience of Race.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Childhood Attitudes; Children; Classification; Physical Characteristics; Primary Education; Race; Racial Differences; *Racial Identification; Sex Differences; Social Cognition
IDENTIFIERS- Salience

Research has shown that children use physical features to distinguish among people, and that race can be distinguished by certain features such as skin color and the shape of eyes, nose, and lips. However, L. Hirschfeld (1993, 1994) has argued that children must have the concept of race before they form the race social category and that other categories are more important to children than race. The purpose of this study was to determine whether 6-year-olds categorize people by race, whether they have a concept of race, and whether race is a salient category. Six- and seven-year-olds sorted pictures of

"Tea for Two: The Role of Temperament"; (7) "Baby, Get Your Gun: The Impact of Trauma and Head Injury"; (8) "The Hand That Rocks: The Impact of Early Emotional Deprivation"; (9) "Where's Poppa?" discusses the role of fathers, or of their absence, in violent outcomes; (10) "All the King's Horses," on the lack of coordination among services; and (11) "And Still We Wait," on the barriers to much needed family centered legislation and social policy change that would address the trend toward violence. The book contains the following appendices: (1) "Factors Associated with Violent Behavior That Can Be Modified or Prevented by Early Intervention"; (2) "Myths about the Human Brain"; (3) "Behavioral Effects Following Prenatal Drug Exposure"; (4) "The Primary Prevention of Violence: A Continuum of Programs"; and (5) "Resources." (Contains 231 references.) (LPP)

ED 441 581 PS 028 575

Car Seats for Growing Children: Guidelines for Counselling Parents on Which Type of Car Seat To Use.
PUB DATE- 97
NOTE- 25p.; Some illustrations and text may not reproduce adequately. Fact sheet from Safe Ride News Publications in Seattle, WA.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Safety; *Children; *Infants; *Restraints (Vehicle Safety); Safety Equipment; *Toddlers

Children's car seats provide protection from the types of injury with the worst consequences. This document presents guidelines for selecting and installing child car seats, booster seats, and seat belts. The document includes suggestions for identifying when a child's safety restraint system should be changed, for determining if the restraint device is fitting correctly, and for purchasing child safety seats. Nine safety tips are outlined to allow safe car transportation of infants and young children: (1) quick safety seat checkup; (2) where a child should ride?; (3) how to protect your new baby in the car; (4) which safety seat to use for a big baby or toddler; (5) how preschool and school children should ride safely; (6) whether the safety seat is secure in the car; (7) harness strapsare a child's link to safety; (8) what safety seat recalls are; and (9) air bag safety. The appropriate size of an infant/child car seat for children of different weights is illustrated. (KB)

ED 441 582 PS 028 576

Campbell, Nancy Duff; Appelbaum, Judith C.; Martinson, Karin; Martin, Emily
Be All That We Can Be: Lessons from the Military for Improving Our Nation's Child Care System.
SPONS. AGENCY- Citigroup Foundation, New York, NY.; Ford Foundation, New York, NY.; Levi Strauss Foundation, Inc., San Francisco, CA.; A.L. Mailman Family Foundation, Inc.; David and Lucile Packard Foundation, Los Altos, CA.; Rockefeller Family Fund, Inc., New York, NY.; Beatrice R. and Joseph A. Coleman Foundation, Inc., New York, NY.
PUB DATE- 00
NOTE- 48p.; Also supported by the Fel-Pro Mecklenburger

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Cost Effectiveness; Economic Impact; Economic Research; *Educational Research; Evaluation Methods; Feminism; *Labor Force Development; Literature Reviews; Models; *Performance Based Assessment; *Personnel Evaluation; Research Utilization; Systems Approach; *Theory Practice Relationship; Work Environment

This document contains three papers from a symposium on new perspectives in education that was conducted as part of a conference on human resource development (HRD). "A Systems Model for Evaluating Learning and Performance" (Hallie Preskill, Darlene Russ-Eft) describes a model for HRD developers to use in evaluating learning and performance that takes into account not just the processes of evaluation but also the internal and external variables that affect evaluation design, implementation, and utilization. "Economic Analysis of Human Resource Development: Update on the Theory and Practice" (Richard A. Swanson) reviews economic research related to the contribution HRD makes to the success of organizations and emphasizes the importance of assessing HRD functions in terms of their overall contribution to the organization. According to "Evaluating HRD Research Using a Feminist Research Framework" (Laura L. Bierema, Maria Cseh), which reports on an analysis of more than 400 Academy of Human Resource Development papers from 1997-1999, few studies recognize gender as a category of analysis and studies concerned with the following topics are nearly absent from the HRD literature: women's/diverse people's experience, asymmetrical power arrangements, problems of racism and sexism, and advocacy of social justice and change. All three papers contain substantial bibliographies. (MN)

ED 441 092 CE 080 103

Marsick, Victoria J.; Volpe, F. Marie; Brooks, Ann; Cseh, Maria; Lovin, Barbara Keelor; Vernon, Sally; Watkins, Karen E.; Ziegler, Mary
Meeting the Informal Learning Challenges of the Free Agent Learner: Drawing Insights from Research-Based Lessons Learned. Innovative Session 1. Concurrent Innovative Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 19p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adult Learning; Career Development; *Education Work Relationship; Educational Practices; Educational Research; *Employer Employee Relationship; Employment Practices; Foreign Countries; *Independent Study; *Informal Education; *Labor Force Development; Learning Processes; Learning Theories; Lifelong Learning; Literature Reviews; Organizational Change; Organizational Climate; Organizational Development; Partnerships in Education; Small Businesses; Systems Approach; Teamwork; *Theory Practice Relationship; Work Environment
IDENTIFIERS- Critical Reflection; Europe (East); Knowledge

discusses the credibility of relationship theories of mind and enactment theories of transformational learning. "Employee Strategies in Organizing Action Learning Programs" (Rob F. Poell, Ferd J. Van der Krogt) presents a theoretical framework for the organization of action learning and uses the framework to analyze four learning-project cases from different work contexts in the Netherlands. "Comparing Action Learning Programs at Six Universities on Three Continents: Similarities and Differences" (Robert L. Dilworth) examines action learning programs at six universities in Australia, England, and the United States and draws the following conclusions: action learning has proven its value and deserves broader application in higher education; action learning can be counter-intuitive to academics; action learning can be counter-cultural to organizations because of its underlying egalitarianism; and action learning is a manifestation of adult learning theories in practice. The papers contain reference sections. (MN)

ED 441 110   CE 080 121

Increasing Job Satisfaction. Symposium 22. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 26p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Attitude Change; Career Choice; Career Planning; Comparative Analysis; *Employed Women; Employer Employee Relationship; Foreign Countries; *Job Development; *Job Satisfaction; *Labor Force Development; Literature Reviews; *Management Development; *Military Personnel; Models; National Surveys; Organizational Climate; Performance Factors; Predictor Variables; Professional Continuing Education; Systems Approach; Test Reliability; Test Validity; Work Attitudes; Work Environment
IDENTIFIERS- Army; China

This document contains three papers from a symposium on increasing job satisfaction that was conducted as part of a conference on human resource development (HRD). "A Systematic Model of Job Design by Examining the Organizational Factors Affecting Satisfaction" (Zhichao Cheng, Danyang Yang, Fenglou Liu) reports on a project in which multiple stepwise regression analysis and factor analysis were used to identify the main organizational variables affecting Chinese satisfaction in work design and proceeds to use the identified variables to develop a systematic job design model to improve the Job Characteristics Theory. "Are Managerial Women Getting What They Need to Succeed? A Look at Job Satisfaction" (Julia Morrison Chambers) reports on a national study of job satisfaction and other variables that revealed definite differences between managers and executives that may serve as a basis for the design of incentive and development programs. "An Assessment of the Validity of the Natural Work Goals Profile" (C. Layden Colby, R. Wayne Pace) reports on a study that used a test-retest method to examine the construct validity and reliability of the Natural Work Goals Profile with respect to male junior and mid-level enlisted Army personnel. The papers contain reference sections. (MN)

PUB DATE- 00
NOTE- 28p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adult Education; *Adult Learning; Adult Students; *Cognitive Style; *Distance Education; Educational Technology; Higher Education; Human Resources; Instructional Design; *Job Performance; Job Placement; *Labor Force Development; *Online Systems

Three presentations are provided from Symposium 38, Advances in Distance Learning, of the Academy of Human Resource Development 2000 Conference Proceedings. "Teaching Strategies in a Synchronous Learning Environment for Adult Students" (Luis A. C. Lima, Kathryn S. Hoff) reports the responses of intact cohort groups enrolled in spring semester 1999 to two learning style instruments and results that indicate preference for use of discussion, peer teaching, independent study, and lecture. "The Influence of Learning Style Preferences on Student Success in Online vs. Face-to-Face Environments" (Steven R. Aragon, Scott D. Johnson, Najmuddin Shaik) reports significant relationships between preferences and course success on five constructs for the face-to-face students and no significant relationships for the online students. Findings suggest students can be equally successful in both environments regardless of learning style preferences. "The Impact of a Distance Training System (DTS) with Two Distance Training Delivery Processes (DTDPs) on Trainee Satisfaction and Individual Job Performance: A Case Study" (Maria Hruby Moore) focuses on multiple regression output that suggests DTDP was not a significant contributor to trainee satisfaction or placements; work experience and manager involvement were statistically significant in predicting trainee satisfaction; and sales experience, manager involvement, and work environment were statistically significant in predicting the number of placements. The papers contain reference sections. (YLB)

ED 441 129   CE 080 140

Integrating Learning with Working. Symposium 39. Concurrent Symposium Session at AHRD Annual Conference, 2000.
PUB DATE- 00
NOTE- 27p.; In: Academy of Human Resource Development Conference Proceedings (Raleigh-Durham, North Carolina, March 8-12, 2000); see CE 080 095.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Constructivism (Learning); *Education Work Relationship; Experiential Learning; Human Resources; *Informal Education; *Job Performance; Labor Force Development; *On the Job Training; Performance Based Assessment; Prior Learning; *Professional Continuing Education; Research Methodology; Transformative Learning
IDENTIFIERS- *Knowledge Development

Three presentations are provided from Symposium 39, Integrating Learning with Working, of the Academy of Human Resource Development (HRD) 2000 Conference Proceedings. "Constructing Knowledge in Continuing Professional Education CPE " (Barbara J. Daley, Merryl Carlsson) reports an analysis of the

Classroom Use - Instructional Materials (For Learners)
(051),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Design; *Graphic Arts;
Instructional Materials; Job Skills; Laboratory Safety;
Learning Activities; Mathematics Instruction; Measurement;
*Paper (Material); Postsecondary Education; Secondary
Education; Student Evaluation; Teaching Guides; Technology
Education; Tests
IDENTIFIERS- Typography

This teacher and student edition, the first in a series of instructional materials on graphic communication, consists of orientation information, teacher pages, and student worksheets. The teacher edition contains these introductory pages: use of this publication; training and competency profile; PrintED crosswalk; instructional/task analysis; basic skills icons and classifications; basic skills matrix; and tools, equipment, and materials list. The teacher edition is divided into 11 units: (1) Orientation; (2) Shop Safety; (3) Related Math and Measuring; (4) Shop Organization; (5) Printing Processes; (6) Paper; (7) Typography; (8) Typesetting; (9) Design Principles; (10) Paste-Up Principles and Procedures; and (11) Proof Procedures and Legal Considerations. The units include suggested activities, instructional plans, teaching suggestions, reference lists, lists of suggested supplemental resources, instructions for evaluating student performance on assignments and job sheets, answers to assignment sheets, written tests, test answer keys, learning activity sheets to be completed by students, models for teachers to use in self-paced or individualized programs, and transparency masters. The student edition provides materials for each unit, including objective sheets, information sheets, student supplements, assignment sheets, and job sheets. (YLB)

ED 441 148 CE 080 168

Vocational Training as an Instrument To Combat Unemployment:
Implications for the Candidate Countries of Central and Eastern
Europe. Proceedings (Turin, Italy, June 21-22, 1999).
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aging (Individuals); Change Strategies; Cooperative
Planning; Demography; Disadvantaged; Economic Development;
*Education Work Relationship; Educational Change; Educational
Finance; Educational Needs; Educational Planning; *Educational
Policy; Educational Technology; Financial Support; Foreign
Countries; Government School Relationship; Human Resources;
International Cooperation; International Educational Exchange;
Job Development; *Job Training; Labor Force Development; Labor
Market; Needs Assessment; Partnerships in Education; *Policy
Formation; Regional Planning; School Business Relationship;
Social Isolation; Strategic Planning; Systems Approach; Trend
Analysis; *Unemployment; *Vocational *Europe (East Central);
European Social Fund; *European Union; Piedmont Region
IDENTIFIERS- *Europe (East Central); European Social Fund;
*European Union; Piedmont Region

A 2-day conference on vocational training as an instrument to combat unemployment was held to discuss employment policy, vocational training, and decentralization in the context of the European Union's (EU's) accession strategy, current employment initiatives, and experiences of the EU's member states and

Conceptions of Self-Directed Learning: Theoretical and Conceptual Considerations. LOS, Learning Organized Self-Directed Researchgroup.
PUB DATE- 00
NOTE- 236p.; For another LOS volume, see CE 080 203.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Learning; Adult Students; Adults; Developed Nations; *Educational Needs; Foreign Countries; *Independent Study; *Lifelong Learning; Self Actualization; *Student Motivation

This book consists of 15 papers addressing issues and conceptions of self-directed learning. The following are included: "Self-Directed Learning as a Political Idea" (Stephen D. Brookfield); "Social Influences on Individual Commitment to Self-Directed Learning at Work" (Alan J. Brown); "Goals of Self-Learning" (Rosemary S. Caffarella); "From Intentional to Self-Directed Learning" (Philippe Carre); "Informal and Incidental Learning in the Workplace" (Maria Cseh, Karen E. Watkins, Victoria J. Marsick); "What Is the Self in Self-Directed Learning? Findings from Recent Motivational Research" (Edward Deci, Richard Ryan); "Self-Directed Learning: The Personal Responsibility Model" (Roger Hiemstra); "A Confucian Perspective of Self-Learning" (Kyung Hi Kim); "Self-Directed Learning in the Life Course" (Gaston Pineau); "Foundations of Self-Directed Lifelong Learning" (Regula Schrader-Naef); "Towards a Constructivistic Theory of Self-Directed Learning" (Robert-Jan Simons); "Modeling a More-Dimensional Theory of Self-Directed Learning" (Gerald A. Straka); "Autodidactism: An Exemplary Model of Self-Directed Learning" (Nicole Anne Tremblay); and "Self-Regulatory Cycles of Learning" (Barry J. Zimmerman). (Each paper contains references.) (KC)

ED 441 167 CE 080 203

Straka, Gerald A., Ed.
European Views of Self-Directed Learning: Historical, Conceptual, Empirical, Practical, Vocational. LOS, Learning Organized Self-Directed Researchgroup.
PUB DATE- 97
NOTE- 163p.; For another LOS volume, see CE 080 202.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Learning; Adult Students; Adults; *Developed Nations; *Educational Needs; Foreign Countries; *Independent Study; *Lifelong Learning; Postsecondary Education; Self Actualization; *Student Motivation
IDENTIFIERS- *Europe

Following an Introduction by editor Gerald A. Straka that posits various definitions of self-directed learning and discusses the views of the various authors in the text, this book consists of nine papers addressing issues and conceptions of self-directed learning in Europe. The following are included: "Self-Directed Learning in Continuing Education--A Report from Switzerland" (Christoph Metzger); "Self (-Directed) Learning in France" (Philippe Carre); "Self-Learning Activities in the French Community of Belgium" (Brigitte Denis); "Self-Directed Learning in the Netherlands" (Marcel R. van der Klink, Wim J. Nijhof); "Self-Directed Learning among Adults in the United Kingdom" (Keith Percy); "Self-Directed Learning in Portugal" (Maria Joao Malheiro Filgueiras); "Learning, Working and Social Practices: History and Future Trends in Italy" (Cristina Zucchermaglio);

ED 441 186 CG 029 977

Sugimura, Kazumi
Identity Exploration and Relatedness among Japanese Female Late Adolescents.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (8th, Chicago, IL, March 30-April 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Females; Foreign Countries; Higher Education; *Japanese Culture; Self Actualization; Undergraduate Students
IDENTIFIERS- *Identity Formation

Identity researchers are beginning to realize that identity in collectivist cultures is more deeply embedded in relational contexts than is identity in individualistic cultures. However, little is known about the ways in which adolescents use relationships in identity formation in collectivist cultures. Moreover, it is assumed that there are differing styles of relatedness in identity formation across collectivist cultures. Particularly in Japanese culture, individuals are expected from childhood to recognize and attune themselves to the others' expectations. That is, the direct assertion of personal needs is viewed as expressing an immature self. In this study 33 Japanese female university students were interviewed. Results show that participants did work on identity issues, and thus the Western concept and approaches to identity formation can generally apply to them. However, the process of identity exploration among Japanese female late adolescents, in particular the process of balancing their own and others perspectives, is different from that of Western adolescents. This study provides empirical evidence on how they construct their sense of self in relational contexts. Further studies comparing Japanese with Western adolescents are needed on the identity exploration process, which will help to construct a theory of identity development from a viewpoint of relatedness. (MKA)

ED 441 187 CG 029 978

Kipke, Michele D., Ed.
Adolescent Development and the Biology of Puberty: Summary of a Workshop on New Research.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Adolescent Development; *Adolescents; Biology; Individual Development; *Puberty; *Research; Well Being; Workshops

On March 23 and 24, 1998, the Forum on Adolescence gathered an interdisciplinary group of researchers and practitioners to review the state of knowledge about adolescent development at a workshop entitled "New Research on the Biology of Puberty and Adolescent Development." This workshop focused both on puberty, a set of physical changes rooted in biology that can be timed and measured, and on adolescence, a more general and gradual coming of age that occupies much of the second decade of life

This report documents what is known about substance abuse treatment and recovery, and its relationship to maltreatment. Families often come with their problems to find service systems fragmented, and limited in their ability to facilitate safety, permanency, and sobriety. This report sets the stage for many actions that can be taken to improve the nation's capacity to serve families whose children are at the greatest risk. Several service delivery models describing interventions for families with substance abuse and child maltreatment issues are presented. (Contains 3 appendixes, 28 figures, and approximately 175 references.) (Author/JMD)

ED 441 207 CG 030 018

Horne, Arthur M., Ed.; Kiselica, Mark S., Ed.
Handbook of Counseling Boys and Adolescent Males: A Practitioner's Guide.
PUB DATE- 99
NOTE- 420p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; Adolescents; *Behavior Disorders; Bullying; Counseling; Cultural Differences; Elementary Secondary Education; *Intervention; *Males; Mental Disorders; *Psychopathology; Sexual Abuse; Substance Abuse

This book serves as both a scholarly and practical guide for teachers, school psychologists, and parents on helping boys and adolescent males grow up. It provides practitioners with a comprehensive handbook on understanding and responding to the developmental, cultural, and special concerns of boys and adolescent males. It attempts to provide answers to the following questions: (1) What are the developmental challenges of boys and adolescent males? (2) How can male youth achieve a mature and healthy sense of masculinity? (3) What are the culturally important issues for young men from different ethnic backgrounds? (4) what are the most effective methods for establishing rapport and intervening with special populations of boys? and (5) how can boys who are victims or have been victimized be helped? The 19 chapters are divided into 3 sections. Part One provides an explanation of how the psychological, career, and athletic development of boys, both adaptive and maladaptive, is shaped by a complex interaction of biological, social, cultural, and economic forces. Part Two covers cultural considerations pertaining to the counseling of African American, Asian American, Hispanic American, Native American, and White, Non-Hispanic boys. Part Three spans ten chapters on special populations of boys, including gay boys, teen fathers, sexually abused boys, boy sexual offenders, developmentally disturbed boys, shy and anxious boys, bullies, depressed boys, male youth gang members, and boy substance abusers. (Contains numerous references.) (JDM)

ED 441 208 CG 030 020

Montemayor, Raymond, Ed.; Adams, Gerald R., Ed; Gullotta, Thomas P., Ed.
Adolescent Diversity in Ethnic, Economic, and Cultural Contexts. Advances in Adolescent Development: An Annual Book Series, Volume 10.

DESCRIPTORS- *Language Arts; Middle School Students; Middle Schools; *Reading Instruction; *Reading Writing Relationship; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- *Explicit Instruction

Embracing aspects of both whole language and explicit instruction, this book discusses the creation of dynamic learning environments in which students discuss books, write for authentic audiences, and become published authors. Chapter 1 defines explicit instruction and whole language and discusses a combination approach, and it also includes a discussion of the adolescent learner. Chapter 2 presents applications of the Standards for English Language Arts. In Chapter 3, practical reading approaches, including sustained silent reading, dialogue journals, double entry journals, reading/writing workshops, and literature circles, are delineated. Chapter 4 offers practical writing approaches, including freewriting, minilessons to teach writing, conferencing and assessment, and spelling workshop. Chapter 5 describes the reading and writing classroom connection and explains related activities such as portfolios, poetry workshop, blank books, and author studies. (Contains 78 references. Appendixes contain sample lessons, journal questions, reflection sheets, and a writing rubric.) (EF)

ED 441 228 CS 013 983

Blanchard, Pamela Snyder
Phonological Awareness Instruction To Prevent Reading Failure: A Study of the Benefits of Commercially Produced Phonics Software to Phonological Awareness Instruction.
PUB DATE- 00
NOTE- 45p.; Master of Arts Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; Computer Software Evaluation; Elementary Education; *Instructional Effectiveness; Learning Disabilities; *Phonics; *Reading Difficulties; *Reading Instruction; Reading Research; *Reading Skills; Teaching Methods
IDENTIFIERS- *Phonological Awareness

A study compared the benefits of phonological awareness instruction along with and without a phonics computer software program to improve phonological and reading skills in elementary students with mild mental disabilities. During the eight weeks of the study in the fall of 1999, elementary resource students were taught phonological awareness skills using intensive instruction in the "Herman Method for Reversing Reading Failure," the "Phonological Awareness Book," and other reading activities. The 31 students in the study were randomly divided into control and treatment groups. After the core reading activity, while the treatment group used the Davidson Company "Phonics" computer software program, the control group did a different supplemental reading activity with other computer software programs, reading/language games, worksheets, or free reading. Two tests were used as the pretests and posttests for the study. All scores were averaged together for the final pretest and posttest scores. The statistical analysis for this study focused on the mean scores of the posttests of the two groups (control and treatment) at the end of the study. Results indicated no statistical significance between the posttest scores of the treatment group using the Davidson "Phonics" computer software program and those for the control group that used other supplemental reading activities. Both

"Disruptions, Differences, and Bakhtin's Dialogic" (Laura Rogers and Carolyn A. Statler); (7) "If You Have Ghosts" (Michael Blitz and C. Mark Hurlbert); (8) "Carnal Conferencing: Personal Computing and the Ideation of a Writing Center" (Joseph Janangelo); and (9) "Decentering Student-Centeredness: Rethinking Tutor Authority in Writing Centers" (Catherine G. Latterell). (Each essay contains references.) (RS)

ED 441 249 CS 217 115

Indrisano, Roselmina, Ed.; Squire, James R., Ed.
Perspectives on Writing: Research, Theory, and Practice.
PUB DATE- 00
NOTE- 376p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Portfolio Assessment; Reading Writing Relationship; Research Needs; Vocabulary Development; *Writing (Composition); *Writing Evaluation; *Writing Instruction; *Writing Research

Providing a foundation in which researchers may build future research and theory and in which teachers may design more effective classroom practice, this book presents 12 essays that bring together the contributions of researchers and teacher-scholars to present the significant theory and research related to the writing process. The book is divided into 5 sections: Part One focuses on the development of writing; Part Two addresses the relationship of writing to reading and the ways to which readers effectively respond to informational prose; Part Three discusses the need for development of vocabulary and the technical aspects of writing; Part Four describes the research and theory that inform classroom instruction; and Part Five examines three aspects of a portfolio approach to writing assessment. Essays in the book are: (1) "A New Framework for Understanding Cognition and Affect in Writing" (John R. Hayes); (2) "Writing and the Sea of Voices: Oral Language in, around, and about Writing" (Anne Haas Dyson); (3) "Emergent Writing: A Discussion of the Sources of Our Knowledge" (Judith A. Schickedanz); (4) "Alternative Models of Writing Development" (Arthur N. Applebee); (5) "Writing and Reading Relationships: Constructive Tasks" (Judith A. Langer and Sheila Flihan); (6) "Responding to Informative Prose" (Bonnie B. Armbruster); (7) "Just the Right Word: Vocabulary and Writing" (Dale D. Johnson); (8) "Mental Processes and the Conventions of Writing: Spelling, Punctuation, Handwriting" (Richard E. Hodges); (9) "Writing across the Curriculum" (Richard T. Vacca and Jo Anne L. Vacca); (10) "Teaching Writing in Urban Schools: Cognitive Processes, Curriculum Resources, and the Missing Links--Management and Grouping" (James Flood and Diane Lapp); (11) "Writing and Communication Technologies" (Colette Daiute); and (12) "Writing Portfolios: Activity, Assessment, Authenticity (Robert C. Calfee). Appendixes contain "Rhetoric and Research on Class Size" (Edmund J. Farrell and Julie M. Jensen); "International Reading Association Resolution on Class-Size Reduction"; and "Recommended Reading" (Sarah E. Dietrich and Margaret Harrington). (Each section contains references.) (RS)

ED 441 250 CS 217 116

Wooten, Deborah A.
Valued Voices: An Interdisciplinary Approach to Teaching and Learning.
PUB DATE- 00

Familiar" (Carole Miller and Juliana Saxton). (RS)

ED 441 269 CS 510 325

Condis, Pat; Parks, Diana; Soldwedel, Rita
Enhancing Vocabulary and Language Using Multiple Intelligences.
PUB DATE- 00
NOTE- 79p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Communication Skills; Early Childhood Education; *Instructional Effectiveness; *Multiple Intelligences; *Reading Skills; *Vocabulary Development; *Vocabulary Skills

This report describes a program for advancing language development across the curriculum through the use of multiple intelligences. The students of the targeted early childhood and kindergarten classes exhibited a lack of conversational skills, a lack of language concepts preparing them for reading, and immature language patterns making it difficult to communicate. The evidence that this problem existed was documented by teacher observations, parent surveys, pretests and posttests, and tape recordings of the students' language. Analysis of probable cause data revealed that many students experienced language and vocabulary problems that later affected their reading and communication skills. Teachers reported an increase in the number of students exhibiting language delays and the vocabulary skills needed for engaged communication. The stimulation of student language has decreased through change in lifestyles, numerous hours of watching television, and inadequate child care. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of the intervention: concentrated units of study with emphasis on language development, small group instruction, and integration of the multiple intelligences in daily lessons. The accumulation and analysis of post intervention results indicated a significant improvement in students' expressive and receptive language with an intense daily intervention using the multiple intelligences. (Contains 38 references and 18 figures of data. Appendixes contain survey instruments, manipulative materials, checklists, and lists of games, books, and songs and finger plays.) (Author/RS)

ED 441 270 CS 510 329

McKnight, Maureen
Distance Education: Expressing Emotions in Video-Based Classes.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (51st, Minneapolis, MN, April 12-15, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Classroom Environment; *Communication Problems; *Distance Education; Eye Contact; Higher Education; *Nonverbal Communication; Proximity; *Teacher Student Relationship

Perspectives on Effective Education: A Guide to Including All Children.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Div. of Special Education.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; *Disabilities; *Educational Strategies; Elementary Secondary Education; *Inclusive Schools; *Regular and Special Education Relationship; Teacher Collaboration; Teacher Role; *Teamwork

The goal of this booklet is to help teachers re-examine education for students with disabilities. It is intended to help clarify issues related to developing adaptive processes to include students with disabilities in general education classrooms. It begins by explaining the difference between mainstreaming, integration, and inclusion, how a general education teacher can be successful in including all children, and the role of a special education teacher in inclusive classrooms. Four basic principles are then outlined for including all children: (1) share responsibilities as a team; (2) meet on a regular basis; (3) develop priorities and plans; and (4) consider all ways of adapting activities to include children with disabilities. Appendices include a list of 28 resources on inclusive programming; information on goals, roles, and processes for helping individuals to work as a team; a meeting effectiveness checklist; strategies for including all students; and strategies for adapting curriculum. (CR)

ED 441 291 EC 307 638

Steveley, Janet D.; Houghton, Joan; Goehl, Karen S.; Bailey, Brent R.
Planning Today Creating Tomorrow: A Guide to Transition.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Div. of Special Education.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Deaf Blind; Education Work Relationship; *Educational Planning; *Financial Support; Secondary Education; Teacher Collaboration; *Teamwork; *Transitional Programs
IDENTIFIERS- Indiana

This booklet provides information designed for individuals who are involved in the transition planning process both for persons with deaf-blindness and for persons with other disabilities. The purpose of the guide is to introduce common misperceptions encountered during transition planning, components of transition planning, and the transition planning process. The first section of the guide presents common misperceptions based on the collective experiences of educators who have participated in transition planning for students over the years. The following section identifies general and job seekers; (3) a discussion on self-esteem; (4) workplace accommodations and a related bibliography; (5) discussing a disability with a service provider or employer; (6) resume writing; (7) a description of student financial assistance programs in Canada; (8) a list of scholarships and grants for postsecondary students with disabilities; (9) a summary of groups for students with disabilities, caucuses, and committees in different colleges and universities across Canada; and (10) a contact list of offices which provide services for students with disabilities at universities and colleges in Canada. (Contains 44 references.) (CR)

ED 441 310 EC 307 827

McCloskey-Dale, Susan R.
ECT and Autism--Making the Connection.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Southeast Augmentative Communication Conference (20th, Birmingham, AL, October 1-2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; *Classroom Environment; Communication Disorders; *Communication Skills; Elementary Secondary Education; *Environmental Influences; *Interpersonal Communication; Intervention; Teacher Role; Teaching Methods

This report describes using Environmental Communication Teaching (ECT) to assist students with autism spectrum disorder. The paper compares several key points of the ECT approach with other common intervention methods for students with autism and identifies the features of intervention programs or approaches that should be considered when planning treatment for students with autism. ECT is described as a systematic way to enhance classroom staff's skills in the area of designing and responding to increased communicative interactions of students with severe communication disorders. The ECT program involves: (1) engaging the student in activities that will increase the opportunities for communicative interaction, with a focus on initiated communication by the student; (2) structuring the interaction with the communication partner to facilitate the student's knowledge that communication is expected and using partner responses to teach more acceptable, functional, and conventional student responses through modeling and cueing; and (3) arranging the environment to maximize the opportunities for communication and to increase the ability of the student to initiate appropriate communication interactions based on perceived environmental cues. ECT activity selection parameters encourage activities that are functional, typical, and frequent occurrences within the classroom or other chosen environments. (CR)

ED 441 311 EC 307 828

Duschene, Ann Aranda
Teaching Functional Skills through Technology: Using Assistive Technology and Multimedia Tools To Develop Career Awareness for Students with Cognitive Disabilities.
PUB DATE- 98
NOTE- 98p.; Master of Science Thesis, St. Norbert College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

ED 441 330 EF 005 723

Lackney, Jeffery A.
Assessing School Facilities for Learning/Assessing the Impact of the Physical Environment on the Educational Process: Integrating Theoretical Issues with Practical Concerns.
PUB DATE- 99
NOTE- 65p.; Paper presented at the UEF21 New Jersey Institute of Technology Conference (Newark, NJ, September 17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Educational Quality; Elementary Secondary Education; Public Schools; *Student School Relationship
IDENTIFIERS- Baltimore City Public Schools MD; *Building Evaluation; Facility Management

This presentation explores a theoretical framework and a practical procedure for assessing an urban school physical environment to identify its perceived impacts on the educational process, and reviews and critiques assessment models identified in the literature for assessing the quality of the physical environment. The Baltimore City Public Schools Environment Quality Assessment Project, which included five post-occupancy evaluations, is used to illustrate the potential use of the assessment procedure in practice. Project outcomes highlighted include student academic performance, student social development, and teacher instructional performance. Concluding comments emphasize the value of institutionalizing an on-going process of environmental quality assessment that has implications for integrating facilities management and educational decisions for the benefit of the educational process. The Powerpoint presentation is included. (GR)

ED 441 331 EF 005 724

Lackney, Jeffery A.
Bibliography of Empirical Research Investigating the Relationship between the Physical Environment of Educational Settings and Educational Outcomes.
SPONS. AGENCY- Mississippi State Univ., Mississippi State. Educational Design Inst.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; *Educational Environment; *Educational Facilities; Elementary Secondary Education; *Outcomes of Education
IDENTIFIERS- *Empirical Research

A bibliography is provided of research literature reviews and empirical research citations that address the effects of the educational facility's physical environment on educational outcomes. A total of 123 references are listed dating from 1964 through 1998. (GR)

ED 441 332 EF 005 725

Zimmerman, David
Shivers Junior/Senior High School: Aberdeen School District in

DESCRIPTORS- *Adult Education; *Classroom Techniques; *English (Second Language); Instructional Innovation; Literacy; *Literacy Education; *Multiple Intelligences; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- ERIC Digests

The theory of multiple intelligences (MI) broadens the traditional view of intelligence as solely composed of verbal/linguistic and logical/mathematical abilities. MI theory maintains that all humans have at least eight different intelligences that represent a variety of ways to learn and demonstrate understanding. This digest underlines the basic tenets of MI theory and describes how it has been applied in teaching English as a Second Language (ESL) to adults. MI theory is not a prescribed teaching method, curriculum, or technique, but a way of understanding intelligence that teachers can use as a guide for developing classroom activities that address multiple ways of learning and knowing. Broadly speaking, teachers have developed four ways of using MI theory in the adult ESL classroom: (1) as a tool to help students develop a better understanding and appreciation of their own strengths and learning preferences; (2) as a tool to develop better understanding of learners' intelligences; (3) as a guide to provide greater variety of ways for students to learn and to demonstrate their learning; and (4) as a guide to develop lesson plans that address the full range of learner needs. Teachers who use MI theory to inform their curriculum development find that they gain a deeper understanding of their students' learning preferences and a greater appreciation of their strengths, which generally results in higher levels of student engagement. Students' increased engagement and success in learning stimulates teachers to raise their expectations, initiating a powerful expectation-response cycle that can lead to greater achievement levels for all. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 441 351   FL 801 373

Van Duzer, Carol; Florez, MaryAnn Cunningham
Critical Literacy for Adult Literacy in Language Learners. ERIC Digest.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; Classroom Techniques; *Critical Thinking; *English (Second Language); Literacy; *Literacy Education; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *Critical Literacy; ERIC Digests

This digest examines critical literacy and discusses why it is important to include it in instruction for adults learning English as a Second Language (ESL). Critical literacy takes learners beyond the development of basic literacy skills such as decoding, predicting, and summarizing and asks them to become critical consumers of the information they receive. Because texts often presuppose cultural knowledge, social attitudes, or the views of a particular segment of society, adult English language learners can benefit from instruction that helps them draw on their background knowledge and look

*Educational Legislation; Federal Legislation; Foreign Students; *Higher Education; Land Grant Universities; Minority Groups; *Womens Education
IDENTIFIERS- *African Americans

This report presents a brief historical review of how American higher education has attempted to develop potential by adhering to the foundations of its educational mission: access and scholarship. Higher education has accomplished its mission by expanding in areas such as diversity in enrollment and educational legislation to provide access to underrepresented groups such as women and students of color, as well as international students. Admission of women into full bachelor programs dates to 1833. The first admission of an African-American student to a "Colonial nine" school was in 1774 at Princeton; other institutions followed suit during the 1800s. It was this access to study and scholarship that permitted Booker T. Washington to be the first African-American to found a higher education institutions, Tuskegee Institute in 1881. The first reported international student enrolled at Yale in 1784; by the 1800s international students often enrolled at Yale and Harvard. In the early 1900s junior colleges, now known as community colleges, were founded to offer local, two-year postsecondary education. Legislation, including the 19th century Morrill Acts, which established the land-grant colleges, as well as 20th century legislation such as the higher education acts signed between 1944 and 1958 and the Civil Rights Act of 1954, have all to helped expand access and diversity. (RH)

ED 441 370 HE 032 846

Peng, Samuel S.; Korb, Roslyn A.; Rose, Joseph; Snyder, Thomas D.; Cohen, Michael P.
Integrated Postsecondary Education Data System (IPEDS): An Improved System. Final Draft.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Database Design; Database Management Systems; Database Producers; *Databases; Federal Programs; Federal Regulation; Government School Relationship; Higher Education; Reference Services; Research Methodology; Statistical Surveys; World Wide Web
IDENTIFIERS- *Integrated Postsecondary Education Data System; National Center for Education Statistics

This study is the final report from the National Center for Education Statistics task force on redesign of the Integrated Postsecondary Education Data System (IPEDS). Following an executive summary outlining the need for changes and a series of recommendations, Section 1 details the reasons, goals, and processes involved in the IPEDS redesign. Section 2 outlines recommended actions for the new IPEDS, including an implementation schedule and the resources required. A key element is the recommendation for a Web-based data collection system. Section 3 offers alternative options, recognizing that a Web-based system demands development of software and appropriate resources which might not be available. Attachments include: a listing of statutory data requirements specified in laws and regulations; the current components of IPEDS; externally mandated changes and additions to IPEDS; issues examined in the redesign; a discussion of the issues, origins, and potential solutions; and lists of groups, organizations and year 2000 general funds appropriations and the governor's fiscal year 2001 budget by major program areas. It also offers a budget summary of higher education operations and grants, including such initiatives as: $7.3 million for partnerships between higher education and elementary/secondary schools; $24.6 million to increase access to higher education; $11.7 million to increase the number and diversity of citizens in training and education programs; and $5.9 million to improve the quality of technology instruction. Capital budget improvements include $77.6 million for new higher education facilities. Three appendixes, which comprise the bulk of the report, present data tables on: (1) allocation of the governor's fiscal year 2001 budget (higher education operations and grants); (2) allocation of the governor's fiscal year 2001 budget (public university detail); and (3) the governor's fiscal year 2001 budget (higher education capital improvements projects). (SM)

ED 441 390 HE 032 868

Basic Training Materials: 2000-2001 Participant's Workbook.
PUB DATE- 00
NOTE- 504p.; For 1999-2000 Workbook see, ED 428 618.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; Eligibility; *Federal Programs; Financial Aid Applicants; Government School Relationship; Higher Education; *Need Analysis (Student Financial Aid); Paying for College; *Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; *Free Application for Federal Student Aid; *Higher Education Act Title IV; Pell Grant Program

This workbook for financial aid administrators was intended for use at a 4-day workshop and provides information and detailed instructions on how to apply for and document applications for student financial assistance. Each section first outlines some basic rules and timetables, then uses a question-and-answer format and sample documents to guide users through the process. Sections include: (1) an introduction and overview; (2) student eligibility and obtaining student financial aid histories; (3) the Free Application for Federal Student Aid (FAFSA) and other output documents; (4) calculating the amount of student aid, including calculations for cost of attendance, expected family contribution, and student need; (5) communicating with students and families; (6) verification, updating, and correcting; (7) institutional eligibility and financial responsibility, cash management rules, and demonstrating school administrative capability; (8) electronic processing requirements; (9) overawards and overpayment and extra practice on student eligibility, packaging, and verification; (10) Pell grants; (11) campus-based programs; (12) direct loans and Federal Family Education Loans (FFELs); (13) refunds and repayments; and (14) using professional judgement. Appendixes include a list of acronyms, a glossary, a resource list, and reproductions of overhead slides used in the sessions. (SM)

ED 441 391 HE 032 880

Gips, Crystal J., Ed.; Stoel, Carol F., Ed.

PUB DATE- 99
NOTE- 10p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Editors; *Evaluation Criteria; Evaluation Methods; Foreign Countries; *Information Science; *Journal Articles; *Library Science; Publishing Industry; *Scholarly Journals; *Scholarly Writing; Workshops
IDENTIFIERS- Asia; United Kingdom

This paper reviews the purposes and standards for library and information science journals and then looks specifically at the evaluation process for an Anglophone journal, based in the United Kingdom, of which most of the contributors and readers are from Asia. Part 1, "The Editor's Perspective," addresses the following topics: the purpose of scholarly writing; stylistic trends in scholarly articles, including titles and abstracts, as well as discussion and presentation; editors and referees; criteria for assessment; and refereed articles and professional papers. Part 2, "The Publisher's Perspective," discusses the Literati Club (the MCB University Press network of authors, editors, and editorial board members), PeerNet (an electronic service that is an alternative to the traditional peer review process), and consortia workshops. (MES)

ED 441 411 IR 057 682

Butdisuwan, Sujin
Information Services to the Disadvantaged Person: A Challenge for Information Professionals in Thailand.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disadvantaged; Educational Objectives; Foreign Countries; *Information Services; Information Technology; Library Education; Library Personnel; Library Services; Postsecondary Education; Rural Areas; *Training; *User Needs (Information); *Users (Information)
IDENTIFIERS- Thailand

This paper considers the provision of library and information services to disadvantaged persons in Thailand and focuses on the need to provide appropriate staff training to library staff working with these groups. The results of a number of specific projects are used as illustrative examples. The paper begins with an overview of the disadvantaged and of education for the disadvantaged in Thailand, including the Rehabilitation of the Disabled Act, passed in 1991. Information resources for and the needs of the disadvantaged are summarized. Education and training for information professionals serving the disadvantaged is then addressed, including formal training (i.e., courses taken at library schools) and informal training. A project at Mahasarakham University, called "Information Services to Rural Communities," is described, including objectives of the initial training and implementation stages.

This paper describes the development of a parliamentary research service in Egypt. The first part investigates the impact on the Egyptian parliament (the People's Assembly) of the development of a new social and cultural environment that fostered the democratization process. The second part deals with how the establishment of a parliamentary research service responded to the needs and characteristics of the Egyptian environment in a way that could enhance the decision-making capabilities of the legislature. The third part explains how this new unit started to function and describes some of its early endeavors. The fourth part sheds light on the services and products provided by this research service, and the last part discusses present challenges and future prospects. (MES)

ED 441 433 IR 057 704

Elepov, Boris S.; Soboleva, Elena B.; Fedotova, Olga P.; Shabanov, Andrei V.
The Internet as a Means of Information Resources' Integration: The Regional Aspect.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674. Diagrams and tables not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Databases; *Electronic Libraries; Foreign Countries; Library Services; *Regional Libraries; *World Wide Web
IDENTIFIERS- *Electronic Resources; Russia; *Siberia; Web Sites

The presence of Siberian and Far Eastern libraries on the Internet has become the reality of today. Joining this community, they solve at least two main problems--those of rational use of World Wide Web resources and those of providing access to their own products. There is a system of fixing documentary streams disclosing regional problems. Each territorial library takes upon itself the compiling of local lore literature databases, including analytical surveys of publications about all aspects of social life in their territories. They are partly present at the sites of these libraries, and databases produced by different research institutions are available at their Web sites. All-Siberian information is cumulated in databases produced by the largest library of the region, the State Public Scientific-Technical Library of the Siberian Branch of the Russian Academy of Sciences. These databases comprise documentary information on regional aspects of nature resources, economy, culture, and history and are available on the Internet. (MES)

ED 441 434 IR 057 705

Fairer-Wessels, Felicite A.
Striving for Balance: The Co-Existence of Multi-, Inter- and Transdisciplinary Curricula in Information Management Education To Address Information Imbalances on Tertiary Level.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

College and Research Libraries. The third section addresses Web design and evaluation criteria in non-library sources. The last section covers ssessment and usability studies. An addendum provides brief descriptions and Web site addresses of projects outside the United States that are involved with teaching and learning in a networked environment. (Contains 14 references.) (MES)

ED 441 455 IR 057 726

Takeuchi, Hiroya; Kim, Yong Won
Current Issues in Library and Information Science Profession and Its Education in Japan.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; Curriculum Development; *Educational Quality; *Employment Patterns; Employment Qualifications; Foreign Countries; Higher Education; *Information Science Education; *Librarians; Library Schools; *Library Science; Occupational Information
IDENTIFIERS- Japan

The purpose of this paper is to analyze the elements affecting the weakness of the library and information science (LIS) profession in Japan in terms of quality of education, the employment system, and career development of Japanese librarians. It also provides an overview of the current status of LIS education in Japan and examines the implications of the rapid growth of this field while noting some of its significant issues and problems. The first section of the paper is an introduction. The second section outlines the legal qualifications of librarians in Japan. The third section describes LIS education in Japan, including historical background, educational institutions, curriculum, and students. The fourth section addresses issues and problems, including development, employment of graduates, and career development. (Contains 14 references.) (MES)

ED 441 456 IR 057 727

Kishore, Rangashri
Voice of India's Disabled: Demanding Equality in Library Services.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Disabilities; Foreign Countries; Legislation; *Library Services; National Surveys; Training; *User Needs (Information); Users (Information)
IDENTIFIERS- *India

This paper discusses library services to the disabled in India. The introduction summarizes results of a country-wide survey of persons with disabilities and recent government guidelines relating to the rights of the disabled. The first section competitiveness, independence, rigidity, social needs, and acceptance of women as managers. Demographic factors such as educational attainment, age, marital status, and mobility were also compared. The respondents consisted of 665 students from 11 Southeastern universities in the United States, 814 students from 23 universities in India, 73 students from Singapore, and three students from Japan. A majority of the Indian, American, Singaporean, and Japanese LIS students were motivated to achieve the objectives they set for themselves and were future oriented. They were aggressive in setting their goals and expected that task orientation and perseverance would enable them to accomplish those objectives. The agreement percentages were close on task orientation, perseverance, future orientation, and competitiveness between countries and sexes. Differences between the sexes were found on factors like women as managers, reaction to success or failure, fear of failure, and social acceptance. (Contains 104 references.) (Author/MES)

ED 441 479 IR 057 750

Murray, Janet
Enhancing the Skills of School Library Staff To Cater for Individual Student Needs.
PUB DATE- 99
NOTE- 6p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Library Services; Library Surveys; *School Libraries; Training; *User Needs (Information); Users (Information)
IDENTIFIERS- Australia; *Training Needs

This paper reports on a four-year study that evaluated school library services offered to students with disabilities in two Australian states. Findings regarding staff development activities for school library staff that would assist them in teaching, communicating, and providing for the information needs of students with disabilities are discussed. Results showed that there are currently limited opportunities for school librarians to participate in such programs, beyond those offered in individual schools to the teaching staff as a whole. There is a need for library-specific staff development programs that cover policy formulation, collection development, and adaptive technology aspects of library services for students with disabilities. (Contains 12 references.) (Author/MES)

ED 441 480 IR 057 751

Murray, Janet
An Inclusive School Library for the 21st Century: Fostering Independence.
PUB DATE- 99
NOTE- 8p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Accessibility (for Disabled);

the shifts away from stand-alone libraries to library and information networks, ownership to access, just-in-case to just-in-time, print-based publications to digital documents, stand alone libraries to networked systems, intermediary model to end-user model, command-based systems to menu-based systems, linear to non-linear mode of access, hierarchical to non-hierarchical systems, one-way dissemination of information to interactive communication, bundling of scholarly journal to unbundling, stability to instability, physical format to formless data, and top-down to bottom-up systems. The third section examines the existing gaps and inequality between and within developed and developing countries. South Asia and its problems are described in the fourth section, including geographical, socioeconomic, and political factors, as well as steps in the direction of regional cooperation and socioeconomic development such as SAARC (South Asian Association for Regional Cooperation) and SAPTA (SAARC Preferential Trading Arrangement). The conclusion points out the need to coordinate and consolidate the resources and services of different types of libraries in South Asia and describes some resource sharing programs in the region. Contains 32 references. (MES)

ED 441 501 IR 057 772

Siripan, Praditta
Metadata and Trends of Cataloging in Thai Libraries.
PUB DATE- 99
NOTE- 7p.; In: IFLA Council and General Conference. Conference Programme and Proceedings (65th, Bangkok, Thailand, August 20-28, 1999); see IR 057 674.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cataloging; Foreign Countries; Higher Education; Information Services; *Information Technology; Library Education; National Programs; *World Wide Web
IDENTIFIERS- Dublin Core; *Electronic Resources; International Standards; *Metadata; Thailand

This paper reports on trends in cataloging in Thai libraries, focusing on the use of information technology as a tool to accelerate the organization of resources, the benefit of cataloging resources available from the Internet, and cataloging policy for Internet resources. The introduction discusses cataloging Thai documents, managing foreign documents and CIP (Cataloging in Publication), and USMARC and AACR2 (Anglo-American Cataloging Rules, 2nd edition). An overview of original cataloging tools is provided in the second section, including name authority files, corporate entry list, subject headings for Thai materials, and Thai language text retrieval software. Cataloging electronic resources is described in the third section, including the use of metadata for creating World Wide Web resources, future directions toward searchable Web-based information service, and using Dublin Core. The fourth section addresses shared cataloging, including: Thai List, a project to incorporate university library catalogs into a single, national bibliographic database; Journal Link, a database of Web sites of science and technology journal publishers; the National library and the National Bibliography; and international cooperation. The introduction of information on metadata into cataloging courses in Thai library and information science schools is noted in the fifth section. (MES) reference resources in the electronic age. Chapter 5 looks at the layout, use, and staffing of the reference area. Chapter 6 looks at questions from all angles. Chapter 7 points out that librarians need ongoing training and need to train users. Chapter 8 examines the caveats of measuring service with statistics and suggests methods for developing a plan for collecting and interpreting statistics to ensure quality service. Chapter 9 describes the Web in the context of reference services. Appendices include a sample reference policy and a sample survey form. (Includes an index.) (AEF)

ED 441 523 IR 057 860

Kyrillidou, Martha, Comp.; O'Connor, Michael, Comp.
ARL Statistics, 1998-99: A Compilation of Statistics from the One Hundred and Twenty-One Members of the Association of Research Libraries.
PUB DATE- 00
NOTE- 124p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Higher Education; Library Collections; Library Expenditures; Library Personnel; Library Services; *Library Statistics; *Research Libraries; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *Association of Research Libraries

"ARL Statistics 1998-99" is the latest in a series of annual publications that describe collections, staffing, expenditures, and service activities for the 121 member libraries of the Association of Research Libraries (ARL). The first section of the report includes several illustrative charts and discusses service trends; the decline of ownership, and monograph and serial costs in ARL libraries (1986-1999); the promise of access, and supply and demand in ARL libraries (1986-1999); expenditure trends in ARL libraries (1986-1999); and resources per student in ARL libraries (1986-1999). The body of the publication consists of ARL library data tables for 1998-99 that provide statistics and summary data on collections, expenditures, and personnel and public services. An analysis of selected variables of ARL university libraries for 1998-99 and Ph.D., facu[illegible] and enrollment statistics are given, followed by rank or[illegible]bles of university libraries for 1998-99. The ARL Statistics Questionnaire, footnotes to the ARL statistics, and a list of ARL member libraries are included at the end of the document. (Contains 75 references.) (AEF)

ED 441 524 JC 000 343

Windham, Patricia
A Comparison of Fall 1996 and Fall 1998 Credit Students.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Community Colleges; Comparative Analysis; Credits; *Enrollment Trends; Ethnicity; Sex; *State Colleges; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Florida Community College System

Each fall, the 28 individual Florida Community College System (CCS) colleges submit a preliminary fall Student Data Base file

1998 semester, exactly one year earlier. The results of the spring 1999 withdrawal survey are, in general, nearly identical to those found one year ago. The clear majority of respondents again felt that they were prepared academically for the course(s) that they were dropping: 71.6 % in 1999 compared to 69.6% in 1998. Moreover, when queried as to whether Cuesta College could have done anything differently to help students complete courses, only 20.4% of respondents in 1999 (and 23.7% in 1998) answered in the affirmative. The remainder of this report analyzes the responses of those students who felt that Cuesta College could have done things differently in terms of facilitating student retention. The Spring Semester 1999 Drop Survey instrument is included in this report and asks questions regarding the need for more academic support, course choices, and financial support-funds. (VWC)

ED 441 544 JC 000 387

Cartnal, Ryan; Hagen, Peter F.
Cuesta College All Staff Survey, Spring 1999.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; *Employee Attitudes; Employees; *Institutional Evaluation; Longitudinal Studies; *Personnel; Personnel Data; Questionnaires; Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *Cuesta College CA

The 1999 Cuesta College Faculty and Staff Survey examined ten functional areas: (1) safety/security/campus environment; (2) technology and equipment; (3) organizational structure; (4) college policies; (5) faculty/staff evaluations; (6) planning/decision-making; (7) communications/publications; (8) library/learning resources; (9) support services; and (10) instructional program. The survey was sent to all staff and faculty in spring 1999, with a response rate of 31 percent. The same survey had been administered in 1995, allowing for longitudinal comparisons. Respondents were asked to rate the importance and their satisfaction with each survey item on a five-point Likert scale. Between 1995 and 1999, employee satisfaction increased with respect to 7 to 10 functional areas. Satisfaction decreased with respect to faculty/staff evaluations. Overall, part-time faculty were more satisfied than full-time counterparts. Female respondents ascribed higher levels of importance to college functional areas than did males. In general, length of time employed at the college did not affect satisfaction levels. The main research brief contains 13 tables. Appendices include: (1) a detailed analysis of functional areas; (2) a question by question analysis; and (3) the survey instrument. (RDG)

ED 441 545 JC 000 390

Accountability in Higher Education: The Fourth Annual Systemwide Report.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

people who varied in gender, age, and race. The majority of both age groups sorted the pictures into racial categories first, demonstrating that these children categorize by race and that race was salient. Further, the majority of the 7-year-olds indicated that they had formed a concept of race. Contrary to predictions, children categorized gender least often. This finding may be because children placed more importance on race than on gender or age because race is a new social category for them. Six-year-olds appear to be in a transitional phase in the formation of the racial category. (Author/KB)

ED 441 564 PS 028 546

Schexnayder, Deanna T.; Schroeder, Daniel G.; Faliski, Katherine; McCoy, Jody
Texas Subsidized Child Care Utilization Patterns and Outcomes.
SPONS. AGENCY- Texas Workforce Commission, Austin.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Day Care Effects; Demography; Early Childhood Education; Employed Parents; Grants; Low Income Groups; Program Evaluation; *State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- Child Care Needs; *Subsidized Child Care Services; Texas

To learn more about families and children who have been served by the Texas Child Care Management Services (CCMS) system, this study investigated four primary questions: (1) What are the demographic characteristics of Texas families and children who have received subsidized child care services? (2) What are the subsidized child care utilization patterns for these families? (3) What are the labor market and Aid to Families with Dependent Children/Temporary Assistance for Needy Families (AFDC/TANF) outcomes for families who have received subsidized child care? and (4) How do the characteristics and outcomes for eligible families who applied for but who did not receive subsidized child care differ from those of families who received subsidized care? A longitudinal dataset was developed by linking a number of administrative data files across programs and over time; these files included CCMS data from both the Texas Workforce Commission and local CCMS offices, employment and earnings data, and AFDC/TANF recipient data. Findings included the following: (1) most child care subsidies were provided to children in five major categories--JOBS/Choices, transitional, food stamps, income-eligible, and child protective services--and children in the income-eligible group experienced the most dramatic increase in total subsidies from 1994 to 1997; (2) most children received care so that their parents could work or attend school or training, and most received their care through day care centers; (3) child care subsidies seemed to play a role in both the employment of low-income families and the decision of families to leave or remain off AFDC/TANF; and (4) eligible families who applied for but who did not receive subsidized child care fared worse in all labor market and AFDC/TANF participation measures. (Contains 59 references.) (EV)

ED 441 565 PS 028 547

King, Christopher T.; Faliski, Katherine; Betsinger, Alicia M.; O'Shea, Daniel P.

Foundation and the Norman Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- After School Programs; *Change Strategies; Child Development Centers; *Day Care; Elementary Education; *Family Day Care; *Military Organizations; Preschool Education; Program Descriptions; Program Improvement; *School Age Day Care
IDENTIFIERS- Affordability; Availability (Programs and Services); Before School Programs; *Day Care Quality; Military Child Care Act 1989; *Military Day Care

In response to increasing demands for military child care and lack of comprehensive care standards, the Military Child Care Act of 1989 (MCCA) mandated improvements in military child care. Today, the Department of Defense runs a model child care system serving over 200,000 children daily at over 300 locations worldwide. Noting that most of the problems characterizing military child care before the MCCA abound in non-military child care today, this report examines the specific ways in which the military made significant improvements in its child care system. The report describes the military's approach to improving quality, keeping care affordable to parents, and expanding availability. Following a brief look at military child care before the MCCA, the report discusses the following key lessons for civilian child care: (1) It is possible to take a woefully inadequate system and dramatically improve it over a relatively short period of time; (2) To achieve progress, it is necessary to acknowledge the seriousness of the problem and the consequences of inaction; (3) Improve quality by establishing and enforcing comprehensive standards, assisting providers in becoming accredited, and enhancing provider compensation and training; (4) Keep parent fees affordable through subsidies; (5) Expand the availability of all kinds of care by continually assessing unmet need and taking steps to address it; and (6) Commit the resources necessary to get the job done. The report concludes by asserting that the lessons from the military child care system's experience convey a hopeful message to those seeking to improve child care across the United States. (KB)

ED 441 583 PS 028 577

Infants, Toddlers and Preschool Transportation.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bus Drivers; *Bus Transportation; Day Care; Infant Care; *Infants; *Preschool Children; Preschool Education; Restraints (Vehicle Safety); Safety; School Buses; *Student Transportation; *Toddlers
IDENTIFIERS- Illinois; Universal Precautions

Providing transportation to children younger than kindergarten age has become more common for public school districts, and school personnel are unsure as to the rules, guidelines, and best practices that apply to the youngest school bus passengers. This document outlines the current Illinois requirements regarding the transportation of very young children without special needs. The first section of the document lists the early childhood programs in Illinois for which transportation is provided. The second section includes contributing factors to be considered when transporting young children. The third section delineates guidelines for administrators, bus drivers, bus attendants, and parents/guardians. The fourth section lists areas of training for transportation personnel. The fifth section presents information on child restraint systems in school buses. The sixth section discusses procedures for emergencies. The seventh section outlines procedures regarding school bus evacuation. The eighth section discusses radios and two-way communication systems, including communication codes. The ninth section provides information on supervision, including the recommended driver-to-child ratios. The tenth section discusses seating requirements. The eleventh section provides information on universal precautions. Six appendices include lists of first aid training providers, resources for training regarding young children, and the text of the Child Passenger Protection Act. (KB)

ED 441 584   PS 028 579

Kronick, Robert F., Ed.
Human Services and the Full Service School: The Need for Collaboration.
PUB DATE- 00
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; Child Health; *Coordination; *Delivery Systems; *Elementary Secondary Education; Health Services; *Human Services; *Integrated Services; Mental Health Programs; Prevention; Program Descriptions; School Community Relationship
IDENTIFIERS- *Full Service School Model

A full service school is one that meets the most basic needs of children and their families. This book discusses how these needs can be met within the school setting in order to produce the key desired outcomes of increased learning and easier teaching. The book maintains that schools must think in nontraditional ways and that the voices of children and families must be heard. The main emphasis of the book is that schools need to collaborate with noneducational service providers, but that prevention and intervention services need to take place at school. The chapters are: (1) "Human Services: The Need"; (2) "Full Service Schools: The Ultimate in Human Service Delivery"; (3) "Human Service--School Collaboration"; (4) "The Tennessee Consortium for the Development of Full Service Schools" (Jerry Morton); (5) "At-Risk Youth and the College Curriculum"; (6) "Appalachian Students as At-Risk and the Need for Understanding Them within a Multicultural Framework"; (7) "Collaboration" (Lisa Bloom, John Habel, Robert Kronick, Rebecca Lucas, Dorothy Stulberg); and (8) "Molly Stark's School: A Case Study" (Joy Dryfoos). The book concludes with a presentation of the problem-solving process of a human service team and discusses how this process can be used and is being used in the development of the full service school to solve problems defined by children, their families, and school personnel. (Contains 62 references.) (KB)

ED 441 585   PS 028 581

Stephenson, Susan Mayclin
The Joyful Child: Michael Olaf's Essential Montessori for

ED 441 603 PS 028 614

Shaul, Marnie S.
Early Education and Care: Overlap Indicates Need To Assess Crosscutting Programs. Report to the Chairman, Subcommittee on Oversight of Government Management, Restructuring and the District of Columbia, U.S. Senate.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; *Day Care; *Early Childhood Education; Efficiency; Eligibility; *Federal Programs; Program Administration; Program Descriptions; Public Policy; *Social Services
IDENTIFIERS- Program Characteristics; Program Overlap

In response to Congressional requests reflecting the nationwide attention on early childhood education (ECE) and care, the General Accounting Office assessed the federally funded programs that provide or support ECE and care for children under 5 years. Information was obtained by means of an electronic search of the June 1999 Catalog of Federal Domestic Assistance, using key words associated with ECE and care and an analysis of the programs' descriptions. Questionnaires were used to obtain additional information on a subset of programs. The study found that 69 federal programs provided or supported ECE and care in fiscal year 1999. Twenty-nine programs provided education/care as a program purpose. Of the 21 programs providing data, about half spent 40 percent or more on education/care. These programs targeted three groups of children: economically disadvantaged, children with special needs, and members of certain native populations. The three largest spending programs targeted the economically disadvantaged. When multiple agencies manage multiple ECE and care programs, mission fragmentation and program overlap occur. In order to identify the best method for addressing inefficiencies among fragmented and overlapping programs, policymakers need to know whether programs fill a unique role, are unnecessarily redundant, or are being administered in the most effective way. It was concluded that information required by the Government Performance and Results Act should provide answers to some of these questions. Four appendices include a list of federal programs providing or supporting ECE and care and comments from the Department of Education and Department of Health and Human Services. (KB)

ED 441 604 PS 028 620

Ripple, Carol
Economics of Caring Labor: Improving Compensation in the Early Childhood Workforce. Summary. Working Paper Series.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Child Caregivers; *Compensation (Remuneration); *Day Care; Early Childhood Education; Educational Policy; Fringe Benefits; Income; Preschool Teachers; *Wages

Improving compensation in early care and education (ECE) has been and will continue to be an extremely difficult policy issue.

to high school students. Sharing of local school facilities with the community would make these facilities more economical and bring together people of different ages. (Contains 37 references.) (Author/TD)

ED 441 622 RC 022 008

LaBerge, MaryEllen
Statewide Educator Supply & Demand Report, State of Alaska, 1998.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Indexes; Elementary Secondary Education; Preservice Teacher Education; *Rural Schools; School Districts; Special Education Teachers; *State Programs; Tables (Data); *Teacher Employment; Teacher Placement; *Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand
IDENTIFIERS- *Alaska; Cost of Living

In 1998, the demand for educators in Alaska reached an all-time high. The shortage was most critical for music, math, and special education teachers, as well as for counselors. Filling positions in rural areas is especially difficult. An early retirement incentive program has caused a drain on Alaska's pool of teachers. Factors that inhibit Alaska's ability to attract quality educators are a decrease in the base teacher's salary, more difficult and costly certification procedures, and an increase in the time it takes to receive a teaching certificate. Several rural districts offer scholarship programs to encourage local students to pursue teaching degrees, and Alaska Teacher Placement (ATP) makes special efforts to attract Alaskan students to rural teaching. ATP was created to address the teacher shortage and works with all 53 school districts to register prospective teachers and match their placements to specific cultural settings. ATP conducts job fairs and provides career counseling and assistance in resume writing, interviewing, and other job-seeking skills, for education majors. Alaska's beginning teacher salaries are the highest in the nation. After adjustment to the cost-of-living index, Alaska's salaries still rank among the top 15 in the United States. Sixteen data tables and figures compare the state demand to the supply of University of Alaska graduates and ATP registrants and provide details on Alaska's hiring and placement of educators in the 1990s, types of special educators employed and needed, cost of living, and ATP program effectiveness. Appendices present districts in each region, salaries by district, salary rankings, administrator salaries by region, a summary of selected items, and cost-of-living indices. (TD)

ED 441 623 RC 022 045

Grab a Great Resource: Using Educational Resources in the Community.
PUB DATE- 99
NOTE- 101p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Jackson's collections. (Contains end notes, many photographs, and an index.) (TD)

ED 441 640   RC 022 427

Spence, Beth
Long School Bus Rides: Stealing the Joy of Childhood.
PUB DATE- 00
NOTE- 13p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bus Transportation; Costs; Disadvantaged; Distance; Elementary Secondary Education; *Parent Attitudes; Public Schools; *Quality of Life; Rural Areas; Rural Education; *Rural Schools; School Closing; *Student Attitudes; *Student Transportation
IDENTIFIERS- Home School Proximity; *West Virginia

Every school day, hundreds of West Virginia children ride school buses much longer than state guidelines say they should. Under those guidelines, no elementary student should be on the bus more than 30 minutes one way, middle school students 45 minutes, and high school students 1 hour. In fall 1999, public hearings about school transportation times were held in four counties: Preston, Webster, Ritchie, and Lincoln. In three of these counties, most community schools have been closed or consolidated, and over half of the students ride buses in excess of state guidelines. During the past 10 years, over a fourth of West Virginia's public schools have been closed in the name of efficiency, and the state of West Virginia operates the most expensive transportation system in the nation, based on cost per pupil and cost per mile. Testimony at the hearings suggests that the people paying the highest price for the state policy supporting fewer schools and longer bus rides are some of the state's youngest citizens from its poorest families. Testimony from parents and students described wasted time, huge wasted portions of human lives spent on school buses; children too tired to perform well in school or to pursue higher-level work; children left out of extracurricular activities and accompanying benefits; and lost family time that affects family relationships. Testimony also addressed the health and safety of children during long, sometimes hazardous, bus rides and examined the myth that school consolidation would result in greater class offerings. Facts from a state-sponsored transportation study are listed. (SV)

ED 441 641   RC 022 440

Howard, Peter
Contextual Issues Related to Aboriginal Children's Mathematical Learning.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Adelaide, Australia, November 29-December 2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Culture Conflict; Disadvantaged; *Educational Attitudes; *Educational Environment; *Elementary School Students; Foreign Countries; *Indigenous Populations;

Community"; (5) "Creating the Habitat Team"; (6) "Maintenance"; (7) "Site Inventory and Mapping"; (8) "Example of Site Inventory Process"; (9) "Identifying the Needs/Selecting the Site"; (10) "Assembling the Elements"; (11) "Schoolyard Habitats Designs"; (12) "Setting the Goals"; (13) "Reaching Out: Resources and the Community"; (14) "Fundraising Strategies"; (15) "Incorporating the Habitat in Cross-Curriculum Learning"; (16) "Schoolyard Habitats Certification Checklist"; and (17) "Resource Guide," including activities, "how to" guides, habitat planning and landscaping, environmentally-sensible landscaping, attracting specific wildlife groups, identification, habitats, and behavior, fundraising/grant sources, and on-line resources. (Contains 61 references.) (CCM)

ED 441 660 SE 063 372

Supporting Sustainable Development through Educational Resources: A Voluntary Code of Practice.
SPONS. AGENCY- Department for Education and Employment, London (England).; Department of the Environment, Transport, and the Regions, London (England).
PUB DATE- 99
NOTE- 17p.; For related booklet on sustainable development, see SE 063 373.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Environmental Education; Higher Education; *Resource Materials; Science Education; *Sustainable Development

The aim of this document is to raise the standards of educational resources designed to support education for sustainable development. In achieving this goal, the Code of Practice has two underlying objectives: (1) to promote and disseminate good practice in the development and production of resources relating to education for sustainable development; and (2) to raise the status of the role of education in achieving the move towards sustainability. This guide sets forth 10 principles of good practice for the development and production of educational resources. Each principle is supported by a number of guidance statements that exemplify good practice and repreesent the means by which these principles can be achieved. (CCM)

ED 441 661 SE 063 373

Sustainable Development: A Guide to Selecting Educational Resources.
SPONS. AGENCY- Department for Education and Employment, London (England).; Department of the Environment, Transport, and the Regions, London (England).
PUB DATE- 99
NOTE- 11p.; Also funded by the Sustainable Development Educational Panel. For related booklet on sustainable development, see SE 063 372.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Environmental Education; Higher Education; *Resource

described caring teachers in rather traditional roles related to content or pedagogy. To many students, simply helping with and explaining schoolwork were the main characteristics of caring teachers. (Contains 13 references.) (CCM)

ED 441 683 SE 063 616

Francis, Raymond
Connecting the Curriculum through National Science and Mathematics Standards: A Matrix Approach.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Higher Education; *Mathematics Education; Matrices; *National Standards; *Science Education; *Teaching Methods

This paper provides instructions for linking conceptual understandings using the Connections Matrix. The Connections Matrix and the process of connecting the curriculum works equally well with state-level learning objectives or outcomes. The intent of this process is to help educators see the overlap and connections between what teachers say they teach and what, in reality, students need to experience. In addition, educators need to be reminded of the idea that students do not learn in isolation; bits of information connected to other bits of information help students remember and learn. Finally, by connecting the curriculum through national standards in science and mathematics, teachers provide better opportunities for future teachers to approach teaching in a thorough and meaningful manner. A checklist for connecting the curriculum is provided. (CCM)

ED 441 684 SE 063 619

Hairston, Rosalina V.
Bringing the Reality of Science Teaching by Using a Field-Based Methods Course.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; *Field Experience Programs; Higher Education; *Methods Courses; Preservice Teachers; *Science Instruction; Teaching Methods

This study investigates the impact of a field-based methods course on the reality of teaching experienced by preservice biology teachers. Four questions guided the research: (1) What are the perceptions of the preservice teachers about biology teaching? (2) What are the preconceptions of preservice teachers about high school students? (3) What constructivist teaching practices were used by preservice teachers? and (4) What evidence of reflective thinking was explained in the journals of the preservice teachers? This qualitative study was conducted with 33 students enrolled in Biology Methods, which is a required course in the Biology Teacher Licensure program. The results of the study were encouraging, especially the finding that constructivist teaching practices can be gradually included in the teaching repertory of beginning teachers through constant practice as they develop an understanding of the teaching-learning process. The preservice teachers question sets on conceptual knowledge redefined group membership for some students. Overall, this study provides an empirical model--a graphical achievement method--that could serve as a methodological bridge between student achievement characteristics and domain-specific conceptual change models (DS-CCM). Based on these results, several suggestions are made for further research studies and effective instructional interventions. (Contains 84 references.) (Author/YDS)

ED 441 705   SE 064 208

Before It's Too Late: A Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century.
PUB DATE- 00
NOTE- 51p.; Colored photos may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Achievement; Mathematics Education; *Science Achievement; Science Education; *Teaching Methods

This report holds that America's students must improve their performance in mathematics and science if they are to succeed in today's world and if the United States is to stay competitive in an integrated global economy. The most direct route to improving mathematics and science achievement for all students is better mathematics and science teaching. The goals and action strategies set forth in this report are as follows: (1) establish an ongoing system to improve the quality of mathematics and science teaching in grades K-12; (2) significantly increase the number of mathematics and science teachers and improve the quality of their preparation; and (3) improve the working environment and make the teaching profession more attractive to K-12 mathematics and science teachers. The report concludes by challenging all Americans to take personal responsibility for expressing their views on mathematics and science education to policy- and decisionmakers, and to take the initiative to implement the action strategies found in the report in their own communities. (ASK)

ED 441 706   SO 030 521

Dunning, Natilee, Ed.
State of the First Amendment, 1999.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Citizenship Education; Civics; *Freedom of Speech; Government Role
IDENTIFIERS- *First Amendment; *United States Constitution

Americans are constantly reevaluating their commitment to First Amendment rights and values and rearranging their priorities, asking themselves whether life would be more civil, more orderly, less threatening if the excesses of expression were somehow more subdued. That clear sense of unease permeates this second State of the First Amendment Survey. Findings suggest that Americans appreciate, understand, and endorse First Amendment principles but become wary and occasionally even hostile when it comes to the practices. Following a foreword by thought) and provides standards, benchmarks, and indicators that are specific and rich in content and presented by grade level as well as by discipline. For civics/government, the guide explains how to use the standards and presents five benchmarks (Rule of Law; Civic Values; U.S. Constitution; Rights, Privileges, Responsibilities; Government Systems). For economics, the guide explains how to use the standards and presents five benchmarks (Scarcity; Market Economy; Economic Systems; Role of Government; Decision Making). For geography, the guide explains how to use the standards and presents five benchmarks (Maps and Location; Regions; Physical Systems; Human Systems; Human-Environment Interactions). For history, the guide explains how to use the standards and presents separate benchmarks for Kansas history, United States history, and world history. Seven appendixes are attached: (1) "Do You Know the Requirements?"; (2) "Glossary"; (3) "Interdisciplinary Approach Ideas"; (4) "Geographic Locations To Know"; (5) "World History Content Outline"; (6) "Resources"; and (7) "Standards Document Writers." (BT)

ED 441 729 SO 031 694

Malkasian, Mark
China on the World Stage: Weighing the U.S. Response. Teacher's Resource Book and Student's Guide . Public Policy Debate in the Classroom. Choices for the 21st Century Education Project.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Debate; *Economic Factors; Foreign Countries; Global Approach; *International Relations; *Political Issues; Public Policy; Secondary Education; *Social Problems; Social Studies; Student Participation
IDENTIFIERS- *China

This curriculum unit focuses attention on the evolving relationship the United States has with the emerging East Asian giant, China. Developed by the Choices for the 21st Century Education Project, Choices material places special emphasis on the importance of educating students in their participatory role as citizens. The unit considers the global impact of China's economic growth, societal transformation, and increasing international involvement. The teacher's unit suggests a 5-day lesson plan, discusses the "Choices" approach, and outlines how to integrate the unit into the classroom. The unit's lesson plan opens with a document activity that offers students insight into the evolution of U.S.-Chinese relations since the mid-1800s. The second day of the lesson invites students to reflect on changes in Chinese political values through the analysis of song lyrics. The third and fourth days feature a simulation in which students assume the role of advocates for the four options. Finally, on the fifth day students consider the implications of their own options for U.S. policy in the context of China's current transition. The Teacher's Resource Book presents a list of terms and key concepts, suggests ways that teachers can help make the "Choices" approach work in the classroom, and offers an alternative 3-day lesson plan. The student guide is divided into three parts: "The History of U.S.-Chinese Relations"; "China's Transformation"; and "The U.S.-China Agenda." Four as well as characteristics of the participants were noted showing wide gender differences. Suggestions were made for further research using large databases, especially the issue of tracking in the social studies. Ultimately, future research needs to address the question: What changes in schools' and teachers' practice may better civic development for all students? (Contains 5 tables of data, notes, and 17 references.) (Author/BT)

ED 441 749 SO 031 833

Baxter, Paula A.
Encyclopedia of Native American Jewelry: A Guide to History, People, and Terms.
PUB DATE- 00
NOTE- 242p.; Written with Allison Bird-Romero.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *American Indian Culture; *American Indians; Art Education; Art Expression; *Art Products; *Artists; Elementary Secondary Education; Encyclopedias; *Handicrafts; Heritage Education
IDENTIFIERS- *Jewelry; Jewelry Making Occupations; *Native Americans

A current guide to significant people, techniques, design motifs, materials, and forms, this comprehensive encyclopedia covers Native American jewelry making from the first contact with the Europeans to the present, focusing primarily on the last 150 years of Native American jewelry making. The encyclopedia contains 350 cross-referenced entries (between 400 and 1000 words each) that conclude with lists of further reading; an introduction that details the basic history of Native American jewelry making; information on key artists, techniques, forms, materials, and motifs; and an appendix that lists U.S. and Canadian museums and cultural institutions holding significant collections or presenting important exhibits of Native American jewelry. A bibliography, an artist index, and a multitude of photographs also enrich this reference source. (BT)

ED 441 750 SO 031 835

Foster, Gayla; Alexander, JoAnne C.; Bass, Elaine; Black, Paulette; Cesario, Robert; Clow, Jo Ellen; Dalton, Doug; Dedmon, Charla; Gabbard, Susan; Gabel, Barbara; Goree, Gary; Kyle, Nicholas; Martin, Rita; Merklin, Roxy; Riley, Patrick; Reed, John
The Arts Tool Kit. Priority Academic Student Skills: Visual Art and General Music, Grades 1-12. Revised.
PUB DATE- 00
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Education; *Core Curriculum; Elementary Secondary Education; *Individual Development; *Music; Music Education; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Oklahoma

This kit is designed to help teachers throughout the state of Oklahoma implement the arts in the core curriculum. Suggestions

Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Didacticism; Elementary Secondary Education; Foreign Countries; Higher Education; *Knowledge Base for Teaching; *Preservice Teacher Education; *Teaching (Occupation); Textbook Preparation
IDENTIFIERS- Europe; *Knowledge Bases

Comparative analyses of the scientific knowledge bases of/for the teaching profession in the different European cultural contexts highlight both a large number of persisting problems and a rich potential for solutions. Integrating different culturally-relevant solutions and recent insights submitted by educational sciences in general and different Didaktik (didactics) in particular, this paper discusses a concept of Didaktik/Fachdidaktik (D/F) as an integrative transformation science dealing with teaching/studying/learning processes. The rationale for this concept is discussed. Excluding some important components of this concept (e.g., the learner), the paper focuses on the relationships of different types of knowledge relevant for teaching and the teaching profession. The concept of D/F seems to have enormous potential for developing a scientific knowledge base of/for the teaching profession. This paper discusses the development of a cross-European electronic and adaptive textbook on D/F. This textbook is being prepared by a team of authors from 12 European cultural contexts who have heterogeneous academic backgrounds. Results of an evaluation of one part of the electronic textbook on D/F are presented. Implications for improvements to teacher education programs are discussed. (Contains approximately 82 references.) (SM)

ED 441 771 SP 039 227

Hiatt-Michael, Diana
Parent Involvement as a Component of Teacher Education Programs in California.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Communication Skills; Computer Uses in Education; *Cultural Awareness; *Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Higher Education; *Parent Participation; Parent Teacher Conferences; *Parent Teacher Cooperation; *Parents as Teachers; Preservice Teacher Education; State Legislation; Teacher Attitudes
IDENTIFIERS- California

This paper presents findings from the 1999 Survey of California Teacher Education, with follow-up telephone interviews in 2000. The four-item survey examined the extent to which 53 California teacher training institutions included courses, activities, and modules relating to three areas of focus identified in state documents: (1) developing beginning teacher communication skills to dialogue with families; (2) providing ways to involve

Evaluation; Reading Instruction; *Teacher Attitudes; Teacher Improvement

This study compared data from an evaluation of one school district's teacher staff development programs, using the True Score Theory and Item Response theory. Participants were elementary school teachers who reported on 20 staff development programs in reading. They completed the Teachers' Perception of the Impact of a Staff Development (TPISD), which examined how they thought, felt, and taught following staff development. The TPISD was given during the spring and the fall to assess whether the initial reported impact changed once teachers applied what they learned in the classroom. Data were analyzed under the assumptions of the True Score Theory and the Item Response theory. Use of the True Score Theory for evaluating change in scores on the TPISD across 4 months provided no evidence of change. Item Response Theory analysis indicated that 26 percent of the scores changed significantly across 4 months, which is far more than would be expected by chance using a 95-percent confidence interval. By using corrected person scores obtained during the stability analysis, more certainty was gained that change in scores was due to changes in the level of the measured variable rather than changes in the measure itself. (Contains 11 references.) (SM)

ED 441 790 SP 039 248

Santoro, Ninetta
Cultural Diversity in the Teaching Profession: A Case Study.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Diversity (Faculty); Foreign Countries; Higher Education; Preservice Teacher Education; *Racial Bias; Racial Discrimination; Secondary Education; Secondary School Teachers; Teacher Attitudes
IDENTIFIERS- Australia

A two-part study examined the gap in Australian research about teachers of different ethnic groups. The first part of the study examined demographics of the population of diverse secondary teachers who work in government secondary schools and are born overseas, educated overseas, and are non-native speakers of English. The information comes from a survey of 308 government secondary schools. The second part of the study was a qualitative case study of eight teachers from Victoria who completed interviews that investigated the nature of their teaching experiences. Results suggest that greater numbers of diverse teachers must be recruited into the teaching profession. Teachers felt marginalized and invisible as professionals. They often felt that their expectations and views about teaching were out of step with those of their colleagues, and this helped define their difference. The teachers felt singled out for redundancy and believed their authority was undermined in front of colleagues and students. Many encountered blatant racism from colleagues, administrators, and students. Teacher education must provide opportunities for diverse teachers to develop the skills they require to make valuable contributions to education and the confidence to adopt prominent roles within their schools. (Contains 22 references.) (SM) compensate for it and may help text understanding at text base level. When prior knowledge is high, high topic interest may help understanding at the level of text base. In two of the four tasks, the high-knowledge and high-interest group, which performed best in all tasks, benefited more from reading a minimally coherent text, but in general, the other groups scored highest reading a locally and globally coherent text. Future research questions and educational implications are outlined. (Contains 5 figures, 2 tables, and 27 references.) (Author/SLD)

ED 441 810 TM 030 844

Barron, Kenneth E.
Acheivement Goals and Optimal Motivation: Should We Promote Mastery, Performance, or Both Types of Goals?
PUB DATE- 00
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; Higher Education; *Objectives; *Student Motivation; *Undergraduate Students
IDENTIFIERS- *Mastery Motivation

Currently there is a debate about the types of achievement goals that promote optimal motivation. A number of theorists argue for a "mastery" goal perspective focusing on the adaptive consequences of mastery goals and the maladaptive consequences of performance goals. Others endorse a "multiple" goal perspective in which both mastery and performance goals can be beneficial. The purpose of this study was to provide a comprehensive test of the mastery versus multiple goal perspective. In study 1, a correlational approach was used to identify the optimal goals for 166 undergraduates to adopt for a learning activity. In study 2, which involved 154 undergraduates, an experimental approach was used to identify the optimal goals to assign for the same activity. Each study reveals benefits of both mastery and performance goals, providing support for a multiple goal perspective. (Contains 6 tables, 5 figures, and 66 references.) (Author/SLD)

ED 441 811 TM 030 845

Choi, Namok; Jenkins, Stephen J.
A Factor Analysis of the Bem Sex Role Inventory and the Personal Attributes Questionnaire.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Factor Analysis; *Factor Structure; Femininity; Higher Education; Individual Characteristics; Masculinity; *Sex Role; *Undergraduate Students
IDENTIFIERS- *Personal Attributes Questionnaire

This study investigated the dimensions of sex role orientation measured by the revised Bem Sex Role Inventory (BSRI; S. Bem, 1974) and the revised Personal Attributes Questionnaire (PAQ;

from disadvantaged backgrounds. DI was first implemented in 1968 at the University of Oregon in Eugene as part of Project Follow Through. Although the national evaluation of Project Follow Through favors the DI model in terms of both short- and long-term program effects, the findings from DI programs implemented across the United States are not always consistent. This study examines DI program effects on the reading ability of urban elementary school students at three grade levels who had been in the program for 2 consecutive years. Subjects were 93 fourth graders, 71 fifth graders, and 81 sixth graders. The evaluation reveals mixed findings. Performance of sixth grade DI schools was lower than that of sixth graders in control schools. (Contains 4 tables, 3 figures, and 22 references.) (SLD)

ED 441 832 TM 030 867

Erbe, Brigitte Mach
Correlates of School Achievement in Chicago Elementary Schools.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Correlation; Educational Environment; Elementary Education; *Elementary School Teachers; Longitudinal Studies; *Performance Factors; Public Schools; Questionnaires; *Socioeconomic Status; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

Using multiple longitudinal data from Chicago, Illinois, public elementary schools, this study identifies correlates of student achievement through multiple linear regression. The study combines the approach taken in large-scale correlational studies of school achievement with a study of the variables identified in effective schools research. It is based on questionnaires completed by thousands of Chicago public school teachers from 422 elementary schools and student achievement data from Illinois records. The analysis shows that school variables make a significant contribution to the explained variance in student mathematics achievement. The contribution of school climate variables is about 19%, and teacher beliefs contribute about 24%. The contribution of socioeconomic variables is 57%. When controlling for prior achievement in mathematics, socioeconomic variables continue to be the major contributor to the explained variance in mathematics instruction. An appendix contains a list of school variables considered in the survey. (Contains 47 references.) (SLD)

ED 441 833 TM 030 868

Beck, Klaus
Alternative Research Approaches: Development Strategies in Educational Technology.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

This study examined the DISCOVER (Discovering Intellectual Strengths and Capabilities through Observation while allowing for Varied Ethnic Responses) assessment (C. Maker, A. Nielson, and J. Rogers, 1994) as a concurrent measure of the Raven Progressive Matrices (J. Raven, J. Court, and J. Raven, 1977). It also investigated gender differences in mDISCOVER results. A secondary purpose was to determine the effectiveness of the DISCOVER assessment in reducing the problem of the underrepresentation of minority students in programs for the gifted. The sample consisted of 257 kindergarten, second, fourth, and fifth grade students, predominantly Navajo Indians and Mexican Americans. The results provide some evidence for concurrent validity and show that through use of the DISCOVER assessment 22.9%, of minority students were identified as gifted. A MANOVA, multivariate analysis of variance (gender by grade level), yielded no significant differences in the performance of males and females in all activities across grade levels. Chi-square tests revealed no overall significant gender differences between identification. The findings support the use of the DISCOVER assessment for identification purposes. (Contains 6 tables and 32 references.) (Author/SLD)

ED 441 853 TM 030 888

Potter, Gillian
Collaborative Critical Reflection and Interpretation in Qualitative Research.
PUB DATE- 98
NOTE- 23p.; Paper presented at the National Conference of the Australian Association for Research in Education (Adelaide, South Australia, November 28-December 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Data Analysis; *Educational Research; *Qualitative Research; Social Science Research; *Teacher Researchers
IDENTIFIERS- *Critical Reflection

This paper focuses on the role of collaboration in facilitating critical reflection and interpretation of data in a collaborative research project undertaken by school-based and university-based researchers. The popular image of research in the natural and social sciences has long been dominated by the figure of the lone researcher, but this image is contrary to the very social nature of the research process and renders invisible the researcher's connections to the participants and others who make valuable contributions. As researchers begin to deconstruct their own research practices, they begin to see how the social and collaborative interactions shape their outcomes. This paper provides an overview of the nature of the collaborative research project, discusses the reality of collaborative research, and explores the role of collaboration in critical reflection, interpretation, and the co-construction of professional knowledge. The research project that provides the context for the discussion was a qualitative and collaborative study of four early-years teacher-researchers who work with children from diverse family contexts. The ongoing research project is exploring teachers' talk about and critical reflections on their own investigations of the home literacies and "funds of knowledge" of a small group of students. The study also brought the power of collaboration in the generation of new professional knowledge into the foreground. (Contains 52 followup data (electronic linkages of records from several state agencies) provided by the Texas State Occupational Information Coordinating Committee to determine college enrollment status. Of the 2,212 persons from the AISD senior cohort, 50.7% are enrolled in college, a finding that compares to a 52.9% AISD college enrollment for the 1996-1997 senior cohort and a 54.7% enrollment for the 1996-1997 cohort for the entire state. For every ethnic group except Asians, a greater percentage of females is enrolled in college. College enrollment for black students, 33.6%, represents a decline of 10.4 percentage points from the previous year. The enrollment rate of 38.7% for Hispanic students is an increase from the previous year's 36.2% rate. The data indicate that college enrollment rates vary significantly by ethnicity, socioeconomic status, and high school attended. The data system provides a useful way of comparing enrollment across ethnic groups and school districts. Recommendations are made for improving college enrollment rates of minority group students. Appendices provide detailed breakdowns of findings in graphic form. (SLD)

ED 441 874 TM 031 913

Blendinger, Jack; McGrath, Vincent
Thinking Outside the Box: A Self-Teaching Guide for Educational Leaders.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; *Creative Thinking; *Educational Innovation; Elementary Secondary Education; *Leadership; Problem Solving; *Self Evaluation (Individuals); *Teachers

The purpose of this self-teaching guide is to assist educators in assessing their capability of thinking outside the box in solving problems. The content is based on training sessions and research papers presented at various conferences during the 1999-2000 academic year. "Thinking outside the box" (TOB) is defined as a problem-solving power that everyone possesses when thinking differently from conventional thought. Putting TOB into practice requires these three steps: (1) asking the right questions; (2) testing assumptions; and (3) making creative leaps. Following the body of the paper, section A contains a problem solving exercise with 10 riddles designed for 2 participants. One person should try to solve these riddles while a partner serves as coach. Section B contains 10 additional riddles, and the participants should trade roles so that both can practice problem solving and coaching. (SLD)

ED 441 875 TM 031 935

Campbell, Jay R.; Hombo, Catherine M.; Mazzeo, John
NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance.
PUB DATE- 00
NOTE- 180p.; "In collaboration with Steve Isham, Jo-Lin Liang, Norma Norris, Inge Novatkoski, Tatyana Petrovicheva, Spence Swinton, and Lois Worthington."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports -

because of disciplinary problems; never forget to help students set goals; never allow sleeping in class; and never forget that the school belongs to the students. (Contains 36 references.) (SM)

ED 441 894 UD 033 560

DeBlase, Gina L.
Missing Stories, Missing Lives: Urban Girls (Re)Constructing Race and Gender in the Literacy Classroom.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Cultural Influences; English; *Females; Grade 8; *Literature; Middle School Students; Middle Schools; Reader Text Relationship; Reading Materials; Relevance (Education); Sex Role; Sexual Identity; *Urban Schools
IDENTIFIERS- *Social Identity

This study examined the ways in which eighth grade girls in an urban middle school constructed social identities through their experiences with literary texts. It focused on what sociocultural representations about female identity and gendered expectations emerged in the transactions in the literacy events these girls experienced in English class. It also examined what meanings girls made from these gendered representations and how girls from diverse racial and ethnic backgrounds took up and/or resisted the messages. Finally, the study investigated how the girls' transactions with literacy events in English class linked to their perceptions, insights, and understandings of the larger social order. Data were collected via observations, interviews with students and teachers, and collection of classroom artifacts. The seven study findings focused on ideologies of control, power, and cultural uniformity; new criticism and unexamined standpoints of social identity; constructing literature as removed from the lived social experience of girls' lives; silencing, sameness, and missed opportunities for dialogue; girls' lived experiences influencing their transactions with literature; literacy as a tool for socializing girls into culturally mainstream society; and fractured identities and colliding ideologies. Four implications for pedagogy and teacher education are listed. (SM)

ED 441 895 UD 033 562

Sheldon, George H.
Equity for the 21st Century.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Civil Rights Legislation; Diversity (Student); Educational Finance; Educational History; *Educational Legislation; Elementary Secondary Education; *Equal Education; *Federal Legislation; Financial Support; Minority Group Children; *Public Education; *State Legislation
IDENTIFIERS- Texas

This paper explores how the education system of the 21st century

NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; Educational Finance; Elementary Secondary Education; Financial Support; *Poverty; *Resource Allocation; School Districts; *State Aid; *Welfare Recipients
IDENTIFIERS- *Educational Indicators; *Ohio; Welfare Reform

This report recommends a new poverty indicator to use when distributing Disadvantaged Pupil Impact Aid (DPIA) to Ohio school districts. It also describes the implications of substituting the new indicator in the current formulas used to calculate DPIA funding. Ohio school districts receive DPIA, based on earlier aid programs, to provide all-day kindergarten, to reduce class size, and to provide safety, security, and remediation programs. Traditionally, program funding was based on the percentage of students from families whose incomes were at or below the poverty line, but in the mid-1970s the program was expanded to include smaller city and rural school districts. More stringent welfare program requirements and impending time limits have caused enrollment in Ohio's cash assistance program to become less reflective of the actual number of families living in poverty. Two new indicators were considered worth study: enrollment in medical programs and enrollment in four public assistance program areas. The latter was found to be the better indicator of poverty because it most accurately captures the number of children from poor families and it is relatively stable over time. The new indicator was compared to enrollment in case assistance and medical programs. The finding was that more children would be identified, more districts would be eligible for DPIA, and the overall cost to the state would increase. This report recommends adoption of this new indicator for funding purposes. Five appendixes contain a description of DPIA categories, a bibliography, a list of possible poverty indicators, calculations of DPIA, and the calculations and procedures used in the report. (Contains 28 references.) (SLD)

ED 441 915 UD 033 587

Desimone, Laura
Making Comprehensive School Reform Work. Urban Diversity Series, No. 112.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Change; Educational Research; Elementary Secondary Education; *Equal Education; Instructional Leadership; *Integrated Services; *Outcomes of Education
IDENTIFIERS- *Comprehensive Services Program; *Reform Efforts

Comprehensive school reform (CSR) has the potential to help overcome inequities in education, to provide a vehicle for a combination of state and local control, and to allow reform to permeate the classroom. It is instructive and timely to survey the research on CSR models to determine how well the programs are performing. This monograph does not attempt to synthesize the results of evaluations of individual CSR designs. Instead, This brief describes multiple risk students and maps their links to settings such as the workplace, church, or the health care system. A secondary goal of the brief is to show that although high-risk students have contact with many social institutions, opportunities for interventions are being missed. Data from the 1995 National Longitudinal Survey of Adolescent Health (Add Health) are used to identify the share of students in grades 7 through 12 involved in multiple health risk behaviors. The extent and pattern among these students of involvement in school clubs, religious services or youth groups, team sports, the workplace, and the health care system are traced. To complement this analysis, differences in social involvement are also studied for students and teens not in school because they dropped out or graduated, using data on multiple risk male adolescents from the 1995 National Survey of Adolescent Males. Findings show that the involvement of multiple risk teens, even those who are not in school, in activities located in a range of settings challenges the perception that risk-taking teens are disconnected. The contact that teens have with these institutions offers at least three ways to influence risk taking and contribute to the development of positive lifestyles. Social settings can be places to connect with multiple risk teens in need of health information and services. These social institutions can be reviewed to identify the types of activities that can be incorporated into programs that attract multiple risk adolescents. It must also be recognized that the involvement of multiple risk teens in these diverse settings brings them into contact with a range of adults and peers with the potential to influence their behavior positively or negatively. (Contains 1 box, 2 figures, 2 tables, and 14 endnotes.) (SLD)

ED 441 936 UD 033 609

Almeida, Ruth A.; Kenney, Genevieve M.
Gaps in Insurance Coverage for Children: A Pre-CHIP Baseline. New Federalism: National Survey of America's Families. Series B, No. B-19. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 10p.; Additional support provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Federal Programs; *Health Insurance; Health Services; Low Income Groups; National Surveys; *Poverty; State Programs; *Welfare Recipients
IDENTIFIERS- Access to Health Care; Childrens Health Insurance Program

Data from the 1997 National Survey of America's Families (NSAF) are analyzed to estimate the number and composition of children lacking health insurance prior to the implementation of the State Children's Health Insurance Program (CHIP). The NSAF is a

Children from Birth to Three Years. 1999-2000 Edition.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Catalogs; Child Behavior; Child Development; *Day Care; Educational Environment; Infant Behavior; Infant Care; *Infants; *Instructional Materials; *Montessori Method; Preschool Education; *Toddlers
IDENTIFIERS- Montessori Preschools

This publication presents ideas and practical suggestions for caregivers of infants and toddlers from the Montessori Birth to Three Program and contains a catalog of recommended toys and materials for the home and child care setting. The topics discussed include parenting, the Montessori educational philosophy, child development during the first year, family life, toys, puzzles, music, language, art, plants and animals, culture, science and math, and the prepared environment. (KB)

ED 441 586 PS 028 582

Deslandes, Rollande
Direction of Influence between Parenting Style and Parental Involvement in Schooling Practices, and Students' Autonomy: A Short-Term Longitudinal Design.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Behavior; Adolescent Development; *Adolescents; Foreign Countries; High School Students; High Schools; Longitudinal Studies; Models; *Parent Child Relationship; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Personal Autonomy; Predictor Variables
IDENTIFIERS- *Parenting Styles; Quebec

This study examined the reciprocal influence between parenting style and parental involvement in schooling practices and adolescent autonomy over a 2-year period. Participating in the study were 872 adolescents with a mean age of 14.5 years at Time 1 and attending 5 French-speaking public high schools in Quebec, Canada. From the initial cohort, 676 adolescents participated in the 1-year follow-up (Time 2). Data were collected by means of the student questionnaires regarding their parents' parenting style and involvement and their own level of autonomy. The findings lent support to the effects of parenting style and parental involvement practices on autonomy over time. There were significant increases in autonomy from Time 1 to Time 2, specifically in work orientation and self-reliance, in parental psychological autonomy granting, and in parent-adolescent communication; there were also drops in parental warmth and parent-school communication. Parental affective support, a dimension of parental involvement in school, was rather stable over the 2-year span. Significant path coefficients lent support to the possibility of longitudinal, bidirectional effects between parenting and

The Mailman Family Foundation and the Foundation for Child Development convened a group of 18 representatives of diverse disciplines concerned about child- and elder-care compensation. This report details the issues examined in this meeting, presents the broad approaches to improving compensation, and identifies recommended strategies for increasing awareness about low child-care wages. The report indicates that the greatest challenge to addressing low compensation is developing proposals that are realistic, can be implemented, and have a reasonable chance of success. Two broad approaches are presented: (1) raising wages directly; and (2) launching campaigns to affect wages by more indirect means, such as raising wages and benefits for all low income workers, and unionizing/organizing the early childhood workforce. More specific recommendations are highlighted as a guide to action, including: (1) studying ongoing state efforts; (2) anticipating the need for both state and federal strategies; (3) investigating the feasibility of expanding state spending for prekindergarten; (4) defining the population of dependent caregivers; (5) developing and disseminating outcome measures associated with high-quality care; (6) encouraging and implementing community-level demonstration projects; and (7) understanding why there is market failure in dependent care. The report concludes by asserting that improving compensation for ECE caregivers will require interdisciplinary approaches that bring together experts from diverse backgrounds. A list of meeting participants is appended. (KB)

ED 441 605 PS 028 621

McCarthy, Jan; Cruz, Josue; Ratcliff, Nancy
Early Childhood Teacher Education Licensure Patterns and Curriculum Guidelines: A State by State Analysis.
PUB DATE- 99
NOTE- 68p.; Some color figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; Knowledge Base for Teaching; *Preschool Curriculum; Preschool Education; *Preschool Teachers; *State Regulation; State Standards; *Teacher Certification; *Teacher Education; *Teacher Education Curriculum; Teacher Qualifications
IDENTIFIERS- National Council for Accreditation of Teacher Educ

One of the strongest predictors of quality programming for young children is teacher preparation. This report presents two studies: the first examining state early childhood teacher education requirements; and the second examining state curriculum guidelines for early childhood education. Section 1 of the report details the method and findings of Study 1, for which data were collected from 50 states and the District of Columbia regarding their early childhood teacher education licensure. Twelve licensure patterns are identified, based on the age ranges of the children that a teacher candidate is prepared to teach. States' regulatory specifications are examined by content area, outcomes, competencies, performance standards, and program standards. Issues and policy implications are also discussed. Section 1 concludes by asserting that although a few states have a well-defined knowledge base, performance expectations, and performance assessment for early childhood teachers, one-fifth of states do not have early childhood teacher education requirements that

(055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Enrichment Activities; Environmental Education; *Field Trips; Museums; Outdoor Education; School Community Relationship
IDENTIFIERS- *Illinois (North)

A guide to teaching resources in three northern Illinois counties was created by 28 teachers in a graduate course entitled "Integrating Community Resources into Curriculum and Instruction." The first part of the guide provides contact information and a brief description for approximately 100 people, places, and things that could be resources to enhance instruction. These resources are located in Lee, Ogle, and Whiteside Counties, Illinois. Featured articles go into detail about particular resources and include background information, possible lesson plans, available experts, and suggestions on how to use the resources. Many suggestions involve field trips to local businesses, community service agencies, historic sites, or natural areas. Articles include: "Ashes to Ashes, Dust to Bronze" (Steve Toole); "Beautiful Bears for Beautiful People" (Chris Milnes); "Teaching in the Absence of Four Walls: The Benefits of 'Duck, Duck, Goose'" (Christine M. Spera); "National Manufacturing Company: Hardware Building Better Schools" (Jennifer Roth-Longe); "Williams Auto Body: Starting a Second Century of Service" (Rich Montgomery); "What To Do until the Ambulance Arrives" (Dawn Arickx); "In Patient Hands: An Interview with a Woodcarver" (Sue Castelein); "Floating Back in Time on the Green River" (Ted Alston); "Discover the Nature Center at Lowell Park" (Joyce Dean Stogentin); "Bomb Building Business in Amboy: The Green River Ordnance Plant" (Lynn Longan); "What You Do Know Can Health You" (Roberta Fredericks); "The Banditti" (Mary Miller); "The University of Illinois Extension: Putting Knowledge To Work" (Janet Eden); "Catch of the Day" (Karen Mayberry); "'E' Is for Engineering" (Dan Arickx); "What Is Heritage Canyon?" (Fran Smith); "Investments: Who Needs Them?" (Jeanne Fuger); "A Fun Filled Day Trip to Tampico, Illinois" (Deana A. Newman); "Illinois Department of Corrections: Dixon Correctional Center" (Trina Dillon); "Nachusa Grasslands: Franklin Creek State Natural Area" (Connie Jones); "Campground as Classroom Treasure: O'Connell's Yogi Bear's Jellystone Park" (Karen Baylor); "Like Time Was: Paul Graehling and His Museum" (Jan Bates); "Learning from the Past with Writers of the Future" (Susan Tyrrell); "Amboy Depot Museum: Serving Iron Trains to Children's Brains" (Tom Full); "Fatal Equations: A Trip to the Morgue" (Ric Cupp); "The Bread and Butter of the Rock River Valley: Northwestern Steel and Wire" (Peter Goff); "Turn Your Gym into a Skating Rink" (Jan White); and "Be a Shining Star" (Lou Ann Schuldt). (SV)

ED 441 624 RC 022 050

Profile of Rural Idaho: A Look at Economic and Social Trends Affecting Rural Idaho.
PUB DATE- 99
NOTE- 37p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Attainment; Elementary Secondary Education; Employment Patterns; Health Services; Income; *Population Trends; Poverty; Quality of Life; *Rural Areas; *Rural Population; *Rural Urban Differences; *Social Indicators

Intermediate Grades; Mathematics Education; Minority Group Children; Parent Attitudes; Racial Bias; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Australia

This paper focuses on contextual issues arising during an ethnographic study of mathematics instruction for Aboriginal children in New South Wales, Australia. Conversational interviews with Aboriginal children in grades 5-6, Aboriginal parents, and Aboriginal and non-Aboriginal teachers and staff identified context as 1 of 17 core categories of beliefs related to the learning and teaching of mathematics. Aboriginal parents and Aboriginal educators were well aware of contextual influences on the learning of Aboriginal children, and they commented on such issues as institutional racism, the great differences between school and community environments, language differences, the low expectations of non-Aboriginal teachers for Aboriginal children, the lack of employment in Aboriginal communities, discipline policies, and the poor relationships between school and many Aboriginal parents. Non-Aboriginal teachers focused on the Aboriginal child in school, home-school differences, and the teacher's role. Tables summarize the comments of Aboriginal students, parents, and educators and non-Aboriginal teachers in the following subcategories: Aboriginal children and school, racism and discrimination, community, discipline and student behavior, Aboriginal parents, expectations, teacher's role, and language. Sample comments are included. (Contains 12 references.) (SV)

ED 441 642 RC 022 442

Montgomery, Jim
Rurality: An Australian Quantification Model Applied in a Canadian Context.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Adelaide, Australia, November 29-December 3, 1998.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Community Attitudes; Disadvantaged; Foreign Countries; *Geographic Isolation; *Measurement; Models; *Proximity; *Rural Areas; Social Services
IDENTIFIERS- Acceptance; *Access to Services; British Columbia; *Rurality

Developed in Australia, the Griffith Service Access Frame (GSAF) is a model that uses the distance, size, and economic resources of a community to calculate a statistically valid score measuring a community's relative access to services. This score is then translated into Zones of Relative Access to those services. Quantifying access to services is an objective way to compare the rurality of communities. This model was used in a study of 342 communities in British Columbia (Canada) that examined community acceptance of professionals such as teachers, nurses, and social workers. The objectivity provided by the GSAF model helped to determine that community acceptance took longer in more rural communities. Given differences in data from Statistics Canada and the Australian Census Bureau, the GSAF model is more appropriate for Australia than Canada, but the basic idea of measuring access to services is a premise that holds much potential for policymakers in Canada whenever it is necessary to compare communities. (TD)

Materials; Science Education; *Sustainable Development
The aim of this document is to raise the standards of educational resources designed to support education for sustainable development. Ten principles of good practice are included which should be used when selecting and developing resource materials. Each principle is supported by a number of guidance statements that exemplify good practice and which represent the means by which these principles can be achieved. (CCM)

ED 441 662 SE 063 387

Kaput, James J.
Teaching and Learning a New Algebra with Understanding.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Algebra; *Educational Change; Elementary Education; Learning Strategies; Mathematics Instruction; Teaching Methods

This paper suggests a route to deep, long-term algebra reform that begins not with more new approaches but with elementary school teachers and the reform efforts that currently exist. This route involves generalization and expression of that generality using increasingly formal languages, beginning with arithmetic, modeling situations, geometry, and virtually all mathematics that can or should appear in the elementary grades. This route involves infusing algebra throughout the mathematics curriculum from the very beginning. A model of this approach, suggestions, and examples are provided. (Contains 10 references.) (CCM)

ED 441 663 SE 063 388

Kaput, James J.; Blanton, Maria L.
Algebraic Reasoning in the Context of Elementary Mathematics: Making It Implementable on a Massive Scale.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Educational Change; Elementary Education; Mathematics Education; *Thinking Skills

This paper describes an intensive 3-year classroom- and district-based study of the process of integrating the development of algebraic reasoning into elementary school mathematics in an educationally underachieving school district based on a year-long pilot effort in 1997-98 with two 5th grade teachers and one 6th grade teacher. In 1998-99, the program involved working on a bimonthly basis with approximately 20 grade 2-5 teachers from 8 different elementary schools. Future research will link extended elementary school classroom mathematics teaching in a third grade class to pre-service education and district-wide in-service teaching. This will enable continued documentation of the following: (1) both pre-service and in-service teacher development of algebraic reasoning; (2) the process of "algebrafying" elementary mathematics instructional materials;

unanimously agreed that field experience is an effective method to understand the reality of the teaching profession. Preservice teachers are immersed in teaching situations during field experience. In order to achieve the objectives of field experience, the mentor or cooperating teacher and the university instructor/supervisor must work together as a team. They should agree on the field experience objectives, expectations, and the methods of monitoring a student's progress. (CCM)

ED 441 685 SE 063 627

Leonard, William H.; Penick, John E.
Preparing High School Biology Teachers for Standards-Based Curricula.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Biology; *Curriculum Development; High Schools; Science Instruction; *Science Teachers; *Secondary School Teachers

This paper describes a preparation program in which 16 high school biology teachers in widely diverse settings across the country have successfully implemented a new standards-based biology curriculum, "Biology: A Community Context" (BACC), written by W.H. Leonard and J.E. Penick. During the summer of 1997, these 16 teachers were given an intensive, 1-week training session on the methodology and contents of BACC. During the following school year, the same 16 high school biology teachers each taught at least 1 class using the Standards-Based Curriculum outlined in BACC and at least 1 class using their existing traditional curriculum and text. During the first and last weeks of school, teachers administered two different pretests: (1) a test of understanding biology concepts; and (2) a test of science process skills. Data were analyzed for differences in mean scores between BACC versus traditional classes. In addition, all 16 teachers were observed twice (August-October and March-June). A 7-item free response questionnaire was given at the end of the year to all students of the 16 teachers. Results reveal that students liked BACC, felt they had done well, and enjoyed the activities. The 16 teachers appeared to be persuaded that a standards-based approach is desirable, reasonable, and practical to implement. (CCM)

ED 441 686 SE 063 635

Wieseman, Katherine C.; Bryan, Lynn; Hammrich, Penny; Lynch, Sharon; McGinnis, Randy; Pyle, Eric
Addressing Equity within Science Education Courses: Sharing Approaches and Ideas.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Equal Education; Higher Education; Professional Development; *Science Instruction; *Sex Differences; *Teacher Education

A discussion session provided opportunities for individuals involved in science teacher education to exchange approaches

Kenneth A. Paulson, the survey results are analyzed by Paul K. McMasters. A total of 1001 interviews were conducted with modified, stratified sample of non-institutionalized adults 18 or older in the contiguous 48 states. Sampling error for a sample of this size is plus or minus 3% a 95% level of confidence. The annotated questionnaire with the results is included, as is a section on the methodology used. (BT)

ED 441 707 SO 030 692

Hogle, Jan G.
Biography of George Eastman: A Multiple Intelligences Profile.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Independent Study; Inventions; *Multiple Intelligences; *Photography; *Recognition (Achievement); *Self Motivation
IDENTIFIERS- Biodata; Eastman Kodak Company; Inventors; *Philanthropists

This paper describes the life and achievements of businessman, philanthropist, and photographic innovator, George Eastman. Aspects of multiple intelligences theory with regard to Eastman's life are discussed. The paper details Eastman's many and varied successes after a poor childhood and notes that, although he left school at 13 to help support his family, he donated millions to educational institutions such as the University of Rochester, Massachusetts Institute of Technology, Tuskegee Institute, and Hampton Institute. (BT)

ED 441 708 SO 030 837

Local Governance in Multi-Ethnic Communities of Central and Eastern Europe: A Skills Exchange Workshop (Romania, April 4-7, 1997). Workshop Report.
PUB DATE- 98
NOTE- 14p.; Photographs may not reproduce adequately. For related Workshop Report, see ED 428 571.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Community Involvement; *Cultural Pluralism; Educational Needs; Foreign Countries; *Government Role; Higher Education; Intergroup Relations; *Local Government; *Local Issues; *Skills; Social Problems
IDENTIFIERS- Europe (Central); Europe (East); Networking

This report describes a skills exchange workshop, co-organized by Minority Rights Group International (MRG) and the Liga Pro Europa, on local governance in multi-ethnic communities in Central and Eastern Europe. Civil servants, members of minority communities, non-governmental organization (NGO) activists, and public officials from Bulgaria, Hungary, Poland, Romania, and Slovakia met to analyze the problems they encounter in their own communities and to share ideas and experiences of good practice. The workshop discussion showed that there is an underlying similarity between situations, even though diversity is also apparent. It is impossible to disassociate problems at the local level from their national and international context. Yet, because broader conflicts manifest themselves locally, there is a need to develop systems to manage and to resolve the options are outlined for classroom debate: (1) "Press for Democratic Values"; (2) "Promote Stability Trade"; (3) "Contain China"; and (4) "Keep Our Distance." The guide also provides a worksheet for "focusing your thoughts" about the four options. Upon completion of the worksheet, the student is asked to develop his or her own opinion on an issue. The student guide contains supplementary documents for reading and a 14-item suggested reading list. (BT)

ED 441 730 SO 031 696

U.S. Trade Policy: Competing in a Global Economy. Teacher's Resource Book and Student's Guide . Public Policy Debate in the Classroom. Choices for the 21st Century Education Project.
PUB DATE- 00
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Classroom Techniques; *Economics; *Government Role; *International Relations; International Trade; Public Policy; Secondary Education; Social Studies

This curriculum unit helps students explore how U.S. trade relations fit into the country's overall role in the world. The unit is part of a series on current and historical international issues developed by the Choices for the 21st Century Education Project. Choices material places special emphasis on the importance of educating students in their participatory role as citizens. The unit considers trade issues in the context of international affairs and anxiety about economic globalization here at home. The teacher's unit discusses the "Choices" approach and how to integrate the unit into the classroom. It suggests a 5-day lesson plan with student activities. The unit begins with discussion of trade's impact on the local economy. The second day of the lesson plan calls on students to consider the impact of economic globalization through the eyes of four fictional characters. The third and fourth days of the unit feature a simulation in which students assume the role of advocates for the three options. The lesson plan concludes with students developing their own options and taking part in a classroom survey. The Teacher's Resource Book offers key terms, an issues box, and suggestions to make "Choices" work in the classroom. An alternate 3-day lesson plan is also provided. The student guide is divided into three parts: "The Global Economic System--Made in the U.S.A."; "How U.S. Trade Policy Affects Us"; and "Rethinking U.S. Trade Policy." Three options are outlined for classroom debate: (1) "Promote Free Trade"; (2) "Protect American Workers"; and (3) "Put Global Values First." Included is a worksheet for "focusing your thoughts" on the three options for classroom debate. The student is asked to create an opinion that reflects his or her own beliefs and opinions. The student guide offers reading on opposing viewpoints on U.S. trade policy and contains a 14-item suggested reading list. (BT)

ED 441 731 SO 031 765

Sewall, Gilbert T.
History Textbooks at the New Century: A Report of the American Textbook Council.

are included for classroom activities that complement the arts competencies in the "Priority Academic Student Skills (PASS)." The kit is a collection of ideas to introduce or reinforce PASS. In the material is a condensed glossary of basic art and music terms, a listing of resources, and a proposed activity worksheet for future planning. The purpose of the arts in the core curriculum is to give students a basic understanding of art and music through knowledge about and experience in these two academic disciplines. The kit further states that the arts curriculum is designed to help students problem solve; set goals, make decisions, and justify choices; understand concepts, themes, and processes common to academic areas. The program also helps to improve communication skills; cognitive abilities; a sense of craftsmanship; basic literacy skills; skills in cooperation and teamwork; and self-discipline, self-control, hand-eye coordination, and listening skills. Following an overview and introduction, the kit is divided into two broad sections: General Music (Participating, Listening, Creating), which is further subdivided into Music Activities and Teacher Tips; More Teacher Tips; and Music Glossary; and Visual Art (Making, Looking At, Analyzing); subdivided into Arts Activities and Teacher Tips; More Teacher Tips; Visual Art Glossary; and Curriculum Integration Information. The kit also contains extensive resource lists. (Contains approximately 70 resources.) (BT)

ED 441 751 SO 031 838

Fallick, Francene G.
Art as a Tool in the Classroom: Activating the Aesthetic Sense.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetics; *Art Activities; Art Education; *Art Expression; Classroom Techniques; Elementary Education; Individual Development; Student Participation
IDENTIFIERS- *Aesthetic Response

An art teacher believes in implementing a hands-on approach to learning. Whenever possible, the instructor encourages students to learn from or experience through some form of art activity. Teachers can exercise the imaginations of their students while providing the impetus they need to understand the world and each other better. Whether a teacher's students keep journals, compare stories, or enact a play, the teacher can easily introduce art as another tool for the students to use. Examples and explanations of different activities show how classroom teachers can encourage students to be original, spontaneous, and unique. (Author/BT)

ED 441 752 SO 031 839

Yates, Lyn
In What Sense Is "Class" Still a Useful Concept?
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

parents in learning activities with their children at home; and (3) finding ways to connect home culture to learning at school. The follow-up telephone interviews asked teacher educators how they incorporated parent involvement in their courses. Results indicate that universities which offered basic teacher credentials incorporated parent involvement issues within existing courses. Universities primarily focused on parent involvement issues and activities within courses dealing with language arts/reading, cultural diversity, and teaching English as a Second Language. The universities highlighted the importance of parent involvement through activities related to parent conferencing, interviews, and conflict resolution. Most teacher education programs did not use computer technology to connect with parents. Teachers tended to acquire parent involvement concepts and skills using case studies. An appendix includes the survey. (SM)

ED 441 772 SP 039 228

Hines, S. Maxwell; Murphy, Maureen; Singer, Alan; Stacki, Sandra
New Teachers' Network: A University-Based Support System for Educators in Urban and Suburban Ethnic Minority School Districts.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *College School Cooperation; Conferences; *Cultural Awareness; Diversity (Student); *Faculty Development; Higher Education; Mentors; *Partnerships in Education; Preservice Teacher Education; Secondary Education; Teacher Collaboration; Teacher Improvement
IDENTIFIERS- Hofstra University NY

This paper discusses reported strengths and weaknesses in models for university involvement in preservice teacher education and support for new classroom teachers, models that tend to be either institutional and continuous or independent and transitory, and examines an alternative approach that combines institutional independence with the continuing involvement of university faculty with the professional development of new teachers. The Hofstra University New Teachers Network has been in operation for 4 years. The network offers a multifaceted approach to university-based support for new teachers. It is rooted in relationships that develop during preservice teacher education programs, separate from district- and school-based teacher development programs connected to hierarchical systems of supervision and bureaucratic constraints, and maintained through interconnections between university and secondary school classrooms, peer mentoring, regular support meetings, conferences, e-mail contact, and involvement in professional activities. (Contains 47 references.) (Author/SM)

ED 441 773 SP 039 229

Alpert, Bracha
On the Contribution of Qualitative Inquiry to the Development of Reflective, Constructivist and Feminist Perspectives in Student Teachers.

ED 441 791 SP 039 249

Pfaff, Margaret E.
The Effects on Teacher Efficacy of School Based Collaborative Activities Structured as Professional Study Groups.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Faculty Development; *Group Discussion; *Self Efficacy; *Teacher Attitudes; Teacher Behavior; Teacher Collaboration; *Teacher Effectiveness
IDENTIFIERS- *Study Groups

This study examined the influence of participation in school-based professional study group activities on both general and personal teaching efficacy. It also examined teachers' perceptions of changes that occurred in their teaching performance as a result of participation in the study group sessions. Participants were elementary teachers who voluntarily established their own study group, engaging in professional discourse in their monthly discussions. Data collection included written questionnaires from and personal interviews with study group participants and nonparticipants. Results indicate that general teaching efficacy was clearly different from personal teaching efficacy. Differences in general teaching efficacy between the two groups at the end of the year suggest that the collaboration and purposeful discussions in which study group members engaged had a positive effect on their general teaching efficacy as compared to non-study group teachers. The study group experience influenced participants' classroom behaviors. Overall, teachers who engaged in ongoing professional study group activities were more likely to gain or sustain a sense of security and confidence that, in turn, encouraged them to transfer the content of their study group sessions into classroom practices. (Contains 33 references.) (SM)

ED 441 792 SP 039 250

Cohen, Myrna D.; Nath, Janice L.
The Challenge of Impacting Preservice Teachers' Beliefs: A Comparison of Traditional and Field Based Programs.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Attitude Measures; College School Cooperation; *Educational Philosophy; Elementary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; Professional Development Schools; Program Evaluation; *Student Teacher Attitudes; Student Teachers; Student Teaching
IDENTIFIERS- *Field Based Programs

This study compared preservice teachers' perceptions of their

J. Spence, R. Helmreich, and J. Strapp, 1975). Participants were 651 undergraduates in introductory psychology courses. The sample was approximately 50% male and 50% female. Overall, items from the two measures formed six distinctive factors. Findings of the study indicate that masculinity/femininity measured by the BSRI and the PAQ have more traditional dimensions, such as independent, confident, and aggressive under masculinity, and relations, expressive, and emotional under femininity. A redefinition of sex role orientation is a possible implication of this study. (Contains 4 tables and 14 references.) (SLD)

ED 441 812 TM 030 846

Wisenbaker, Joseph M.; Douzenis, Cordelia
Web-Based Statistical Readings for an Introductory Statistics Course.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Graduate Students; Graduate Study; Higher Education; *Instructional Materials; *Resources; *Statistics; *World Wide Web

A collection of readings was developed to illustrate common statistical concepts through "real life" educational research situations. The collection, which was intended to focus on materials related to educational settings in Georgia, was prepared for college students in introductory statistics courses. The collection was developed through literature reviews and the examination of databases of research. Thirty-four graduate students in education took part in the evaluation of the readings list. There was considerable variation among the students in their perceptions of each of the nine readings as well as a lot of variation across them. Only one reading seemed to be evaluated poorly uniformly. This reading was probably the most like what one would find in a refereed journal. No one reading appeared likely to increase all students' interest in learning statistics. It is recommended that instructors avoid the temptation to use articles out of professional journals, and find instructional materials seen as relevant to teachers' day-to-day lives. (SLD)

ED 441 813 TM 030 847

Kiplinger, Vonda L.; Haug, Carolyn A.; Abedi, Jamal
Measuring Math--Not Reading--on a Math Assessment: A Language Accommodations Study of English Language Learners and Other Special Populations.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Intermediate Grades; *Limited English Speaking; Mathematics Achievement; *Mathematics Tests; *Reading Ability; Spanish Speaking; State

(150)
DESCRIPTORS- Constructivism (Learning); *Educational Technology; *Instructional Design; Models; *Research

It is not advisable to discuss Instructional Design (ID) problems without having previously clarified the paradigm issue. After a reconstruction of the "objectivist" and "constructivist" points of view, reasons for preferring a realistic position are outlined. On that basis the theoretical status of ID statements is elaborated as either theoretical or technological. Both statement types are shown to be the results of different research strategies, logically as well as pragmatically. Whether there are reasons to follow preferably one of these approaches is considered, but it turns out that it is not possible to make a rational choice. The growth of knowledge in the ID field will be enhanced if both strategies are followed under the condition that they keep connected to each other systematically. (Contains 24 references.) (Author/SLD)

ED 441 834 TM 030 869

Hausken, E. Germino; Bose, J.; Lanauze, M.
Racial-Ethnic Minority Children in Kindergarten Classrooms.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethnicity; Kindergarten; *Kindergarten Children; Longitudinal Studies; Minority Groups; National Surveys; Primary Education; *Racial Differences; *Student Characteristics; *Teacher Expectations of Students
IDENTIFIERS- *Early Childhood Longitudinal Survey

This study examines the characteristics of a national sample of 2,684 public kindergarten classrooms by concentration of racial-ethnic minority enrollment. Data are from the Early Childhood Longitudinal Study of the National Center for Education Statistics. Most minority students are enrolled in regular kindergarten classes. Less than 10% of the kindergarten classrooms are multigraded, ungraded, transitional, or 2-year. The mean class size of public school kindergartens does not differ by the proportion of ethnic-minority enrollment, but classrooms with more than 75% racial-ethnic minority students are more likely to have enrollments of more than 25 students than classrooms with less than 10%, 10 to 24%, and 25 to 49% minority enrollments. In general, teachers' assessments of students' reading skills and social behaviors are associated with the proportion of racial-ethnic minority children enrolled in the classroom, but the proportion of time spent on different types of instructional groupings does not vary by the racial-ethnic concentration of the classrooms. Findings also show that most kindergarten teachers are White, non-Hispanic, and that classrooms with a higher proportion of minority children are more likely to have a teacher from a racial-ethnic minority group than classrooms with lower proportions of minority children. (Contains 14 tables.) (SLD)

ED 441 835 TM 030 870

Taylor-Dunlop, Korynne; Lester, Paula E.
The Development of an Instrument To Measure Organizational Trust.
PUB DATE- 00

references.) (SLD)

ED 441 854 TM 030 889

Fogg, Terry; Wightman, Colin W.
Improving Transcription of Qualitative Research Interviews with Speech Recognition Technology.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Educational Research; *Interviews; *Qualitative Research
IDENTIFIERS- *Speech Recognition; *Transcription; Voice Recognition

The recent development of high-quality voice recognition software greatly facilitates the production of transcriptions for research and allows for objective and full transcription as well as annotated interpretation. Commercial speech recognition programs that are appropriate for generating transcriptions are available from a number of vendors, with varying degrees of difficulty in use. There are two fundamental approaches to using speech recognition to produce transcriptions: (1) real-time; and (2) batch. The real-time approach uses speech recognition while the interview is in progress; the batch approach relies on an audio recording to make it possible to process several interviews in a batch. The use of speech transcription still requires the use of a human transcriptionist, and the best that can be achieved for transcription speed is a mere doubling of the interview time. However, when the user is not a skilled typist, considerable savings of time can be achieved. If a researcher finds voice recognition software to be superior to conventional typing approaches for transcribing interviews, he or she is likely to find it useful for other tasks as well. (Contains 21 references.) (SLD)

ED 441 855 TM 030 890

Wu, Yuh-Yin; Guei, I-Fen
Classroom Assessment Forms and Their Relations with Cognitive Components: An Example from Taiwan.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cognitive Tests; Correlation; *Elementary School Students; Foreign Countries; Intermediate Grades; Multiple Choice Tests; *Performance Based Assessment; Test Content; *Test Format
IDENTIFIERS- Short Answer Tests; Taiwan

A study was conducted to investigate: (1) the relationships between the results from various forms of assessment and the patterns of correlation across content areas; (2) how cognitive components correlate with the test results from different

Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Mathematics Achievement; Mathematics Tests; *National Competency Tests; *Reading Achievement; Reading Tests; *Science Achievement; Science Tests; Trend Analysis
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) has served as the only ongoing monitor of student achievement in the United States across time. This report summarizes major findings from 10 administrations of the long-term reading assessment since 1971, 9 administrations of the long-term trend mathematics assessment since 1973, and 10 administrations of the long-term trend science assessment since 1969 and 1970. Generally, the trends in mathematics and science are characterized by declines in the 1970s followed by increases during the 1980s and early 1990s and mostly stable performance since then. Some gains are evidenced in reading, but they are modest. Overall improvement across the assessment years is most evidenced in mathematics. National trends are reported in the three subject areas, by quartiles, and in the attainment of performance levels. Trends in academic achievement among student subgroups are reported for racial and ethnic groups and for males and females and by parents' educational level, and for public and nonpublic students. Trends are also reported for students' school and home experiences as they have reported them over the years. Appendixes contain an overview of the procedures used in the NAEP trend assessments and a review of NAEP data. (Contains 59 figures.) (SLD)

ED 441 876 UD 033 453

Freedman, Sarah Warshauer; Simons, Elizabeth Radin; Kalnin, Julie Shalhope; Casareno, Alex
Inside City Schools: Investigating Literacy in Multicultural Classrooms. The Practitioner Inquiry Series.
SPONS. AGENCY- Department of Education, Washington, DC.; National Center for the Study of Writing and Literacy, Berkeley, CA.; Rockefeller Foundation, New York, NY.; Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 289p.; Foreword by Sonia Nieto. Also produced by the M-CLASS (Multicultural Collaborative for Literacy and Secondary Schools) team.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Awareness; Elementary Secondary Education; English; *Equal Education; *Literacy; *Multicultural Education; Social Studies; *Teacher Researchers; Teaching Methods; *Urban Schools

Chapters in this book were written by members of the Multicultural Collaborative for Literacy and Secondary Schools (the M-CLASS Project), a national teacher-researcher network of English and social studies teachers and university faculty from four cities. Their essays deal with classroom research on learning, diversity, bias, inequality, and real teaching issues in a culturally responsive framework. The chapters are: (1) "Introducing M-CLASS" (Sarah Warshauer Freedman); (2) "The M-CLASS Approach to Teacher Research" (Sarah Warshauer Freedman); (3) "'And Justice for All': Using Writing and Literature To Confront Racism" (Griselle M. Diaz-Gemmati); (4) "What I'd Tell a White Gal: What My Black Male Students Taught Me about Race and Schooling" (Eileen Shakespear); (5) "What Teacher Researchers Say about Seeing beyond Stereotypes" (Sarah has reached its current state and discusses where it needs to go, noting that the depth and quality of the education system reflects the wellness of the society. The goal that schools, districts, parents, and governments are attempting to achieve is one of equity for all students. If equity in education is limited, this limits the potential forward progress of each individual and of society. The paper examines the history of federal law related to educational equality and opportunity since the Civil War. It also looks at legislation passed by Texas courts and how it was influenced by federal legislation regarding the funding of education. The paper concludes that to truly provide an equitable system of education, three areas must be made as equitable as possible: funding, curriculum alignment with assessment instruments, and teacher commitment to providing each child with an equitable education. (Contains 12 references.) (SM)

ED 441 896 UD 033 563

Ham, Sandra; Walker, Erica
Getting to the Right Algebra: The Equity 2000 Initiative in Milwaukee Public Schools. MDRC Working Papers.
SPONS. AGENCY- Center for Research on the Education of Students Placed At Risk, Baltimore, MD.; College Board, New York, NY.; Ford Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; James G. Irvine Foundation, San Francisco, CA.
PUB DATE- 99
NOTE- 78p.; Funding also provided by the Ambrose Monell Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Algebra; *Educational Change; Educational Policy; Elementary Secondary Education; Equal Education; *Mathematics Achievement; *Mathematics Education; *Minority Group Children
IDENTIFIERS- *EQUITY 2000; *Milwaukee Public Schools WI

This paper describes the Milwaukee Public Schools' involvement in Equity 2000, a standards-based reform initiative to enhance mathematics education and achievement among students of color, thereby increasing their likelihood of college enrollment and completion. The study highlights efforts to support and sustain a key component of Equity 2000: districtwide policy change to end tracking and raise academic standards for all students, beginning with the requirement that all students complete algebra by 9th grade and geometry by 10th grade, and including curriculum reform to reflect National Council of Teachers of Mathematics standards. Section 1, "Introduction," presents key themes. Section 2 discusses "Equity 2000: Policy Rationale and Implementation in Milwaukee." Section 3 discusses "Increasing Student Achievement in Mathematics." Section 4, "Barriers to Student Achievement in Mathematics," discusses student attendance and preparation in mathematics, large class size and meeting diverse learning needs, and limitations on building teacher capacity. Section 5, "Getting to the Right Algebra," discusses algebra curriculum content, when algebra should be taught, and how algebra should be taught. Section 6 discusses "The Legacy of Equity 2000 in Milwaukee." Two appendixes offer the context of reform in Milwaukee's schools and other professional development math initiatives in Milwaukee Public Schools. (Contains 58 references.) (SM)

ED 441 897 UD 033 564

It focuses on principles learned from evaluations of CSR, especially large-scale implementation of efforts of CSR designs. A section about CSR implementation reviews what is known about: (1) variations in implementation; (2) design choice; (3) principal leadership; (4) politics; (5) support from design teams; (6) resources; and (7) context. The third section considers preliminary findings from research about the effects of comprehensive school reform on student outcomes. Recommendations for implementation of CSR are synthesized, and recommendations are presented for future research. Most of the conclusions that can be drawn about CSR at present focus on implementation. They stress the importance of teacher participation, principal leadership, adequate resources, and contextual factors. An appendix describes CSR models. (Contains 173 references.) (SLD)

ED 441 916 UD 033 588

Weller, Jeanne
An Overview of Research on Girls and Violence. Choices Briefs, Number 1.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Delinquency; Educational Research; *Females; Literature Reviews; *Minority Groups; Program Development; School Safety; *Violence

The summary of research in this brief is, for the most part, guided by the work of M. Chesney-Lind and her associates. Overall, the brief reviews the extent of girls' delinquency and violence, the ways they differ from boys, the contributing factors, and effective program strategies to prevent female delinquency. In 1994, arrests of girls accounted for one-fourth of youth arrests. Although there has been an increase in the arrest rate of girls for violent offenses, this pattern parallels an increase for boys' arrests, and may simply reflect overall changes in youth behavior. When girls do commit violent crimes, they are more likely to use knives than guns, and are more likely to murder someone as a result of conflict than as a consequence of crime. School-related violence by girls, although not inconsequential, is far less likely than violence in school by boys. Abuse and victimization and school failure have been noted as risk factors for girls' violence and aggression. Female gangs make up a relatively small percentage of gangs nationwide, but it has been estimated that girls account for one-third of the youth in gangs in Los Angeles, California. Programs that serve young violent women effectively must take into account girls' status in a gendered society. Unfortunately, the record for funding girl-focused programs or those with components that address delinquent girls' unique needs has not been good. An evaluation of the few existing programs that have been shown to be effective with young women suggests that counseling, educational and occupational support and skill-building, and access to caring adults are important components. (Contains 22 references.) (SLD)

ED 441 917 UD 033 589

Weller, Jeanne Drysdale
Codes and Contradictions: Race, Gender Identity, and Schooling. SUNY Series, Power, Social Identity, and Education.

survey of children and adults under the age of 65 in more than 44,000 households, conducted as part of the Urban Institute's Assessing the New Federalism project. Overall, information was collected on 34,439 children. Findings indicate that 9.2 million children aged 18 and under lacked insurance coverage in 1997. Over three-quarters of these children were in families with incomes below 200% of the federal poverty level. Another 14% were in families with income between 200 and 300% of the federal poverty level. Older children were more likely than younger children to be uninsured. Almost half of all low-income individuals aged 19 and 20 were uninsured (47.7%). With CHIP, states have the potential to provide insurance coverage for almost all low-income uninsured children aged 18 and under. The challenge will be to translate that potential into coverage for all eligible but uninsured children. (Contains 3 tables and 20 references.) (SLD)

ED 441 937 UD 033 610

Kenney, Genevieve M.; Ko, Grace; Ormond, Barbara A.
Gaps in Prevention and Treatment: Dental Care for Low-Income Children. New Federalism: National Survey of America's Families. Series B, No. B-15. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 8p.; Additional support provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Dental Health; *Dentistry; Low Income Groups; National Surveys; *Poverty; Urban Youth; Welfare Recipients
IDENTIFIERS- *Access to Health Care

Using estimates drawn from the 1997 National Survey of America's Families (NSAF), this brief examines variations in the receipt of dental care services and in unmet need for dental care across different subgroups of children aged 3 and over, both nationally and across 13 states. The NSAF is a household survey that provides information on more than 100,000 children and nonelderly adults representing the noninstitutionalized, civilian population nationally and in 13 states. Conducted as part of the Assessing the New Federalism project, the NSAF oversamples the low-income population. The survey shows that almost 10% of low-income children had unmet need for dental care, nearly twice the level experienced by higher-income children. Nationally, 30% of low-income children received no dental care in the previous year, and nearly 60% failed to receive recommended minimum levels of care. Among low-income children, deficits in dental services use appear greatest among those who lack health insurance, those in poor health, and those with less educated primary caregivers. There is also an unsubstantiated variation across the states in the receipt of dental care. Findings indicate that there is considerable scope parental involvement behaviors and adolescents' autonomy. Perceived parental warmth was both a correlate and a contributor to autonomy, with a more important contribution to autonomy at Time 2. Psychological autonomy granting presented the same pattern, with a less important contribution to autonomy at Time 2. Affective support and parent-adolescent communication were more a correlate of autonomy than a contributor to it. (Contains 36 references.) (KB)

ED 441 587 PS 028 586

Mayer, Ellen; Kreider, Holly; Vaughan, Peggy
Como los padres ocupados pueden ayudar a sus hijos a aprender y desarrollarse (How Busy Parents Can Help Their Children Learn and Develop). Early Childhood Digest.
PUB DATE- 00
NOTE- 3p.; For English version, see PS 027 967.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; Elementary Education; Family School Relationship; Family Work Relationship; *Parent Child Relationship; Parent Materials; Parent Participation; Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; *Parents; Parents as Teachers; Time Management

Although parents are often very busy with work and family responsibilities, there are many things they can do to help their school-age children learn and develop. This Spanish-language early childhood digest for parents provides tips obtained from parents of first and second graders in the School Transition Study on creative ways to stay involved in their children's learning and development. Suggestions are presented in four areas. First, parents can use their time well, such as organizing schedules, doing a few things at once, making daily routines a time for learning, and finding others to help. Second, parents can balance work schedules and family by doing some school things at the beginning of the day, making breakfast the big family meal, and doing things differently on the weekend. Third, parents can stay involved with their child's school by doing small things that fit into that school, using resources offered by the school, and asking the school for help. Fourth, parents can think about what's right for them and use available resources if they need help, such as a family resource center or parent education programs. (KB)

ED 441 588 PS 028 589

Licensing Requirements for Part-Day Children's Programs.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Caregiver Child Relationship; Certification; Child Caregivers; Child Health; Child Safety; *Day Care; Early Childhood Education; Educational Equipment; Facilities; *Family

extend to children younger than 5 years. Seven appendices include descriptions of initiatives of the National Council for Accreditation of Teacher Education. Section 2 of the report gives an overview of state guidelines for the development and delivery of early childhood curricula. Presented in question-answer format, section 2 provides state-by-state information on how guidelines are written and organized, age/grade level requirements, application of guidelines to children in special education and gifted programs, inclusion of various subject areas, theoretical orientation for guideline development, links to developmentally appropriate practice, references to integrated curriculum, and inclusion of assessment information. Issues and policy implications are discussed. Two appendices include state guideline titles. (KB)

ED 441 606 PS 028 622

Early Childhood Education and Care in the 21st Century: Global Guidelines and Papers from an International Symposium Hosted by the World Organization for Early Childhood Education (Organisation Mondiale pour L'Education Prescolaire) and the Association for Childhood Education International (Ruschlikon, Switzerland, July 5-8, 1999).
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Caregivers; *Day Care; *Early Childhood Education; Educational Environment; Educational Quality; Foreign Countries; Parent School Relationship; *Policy Formation; Preschool Curriculum; Preschool Teachers; Program Administration; Special Needs Students; *Standards; Teacher Qualifications
IDENTIFIERS- Caregiver Qualifications; Day Care Quality; Parent Caregiver Relationship; Twenty First Century

The International Symposium on Early Childhood Education and Care for the 21st Century was held in Ruschlikon, Switzerland in 1999. Attending were 83 early childhood education professionals from 28 nations to develop international guidelines for the education and care of young children. This document contains shortened versions of the guidelines developed by the working groups at the symposium and three papers presented at the symposium. Guidelines were developed and statements were made in the areas of: (1) overall philosophy, goals, and policies; (2) environment and physical space; (3) curriculum content and pedagogy; (4) early childhood educators' and caregivers' qualifications and characteristics; (5) partnership with families and communities; (6) young children with special needs; and (7) accountability, supervision, and management. The papers included in this report are: (1) "International Standards or One of Many Possibilities?" (Peter Moss); (2) "The Contribution of Preschool Education to Chilean Education Reform" (Blanca Hermosilla); and (3) "What Kinds of Future for Our Children?" (Bettye Caldwell). Each paper contains references. (KB)

ED 441 607 PS 028 623

Kettmann, Susan M.
The 12 Rules of Grandparenting: A New Look at Traditional Roles and How To Break Them.
PUB DATE- 00
NOTE- 206p.

IDENTIFIERS- *Idaho

This document examines population trends and economic and social indicators in rural Idaho. The first few sections discuss the definition of "rural," rural challenges and strengths, and outside economic and political forces impacting Idaho's rural areas. Subsequent sections present data on population trends, migration patterns, race and ethnicity, age groups, economic bases, employment, business and banking, agriculture, educational attainment, access to libraries, income, poverty, health care, infrastructure, housing, and quality of life. Maps and other figures are included in each section. Eight data tables provide details on Idaho counties and state, both urban and rural averages. Education-related information in these tables includes percentage of the population under age 18, percentage with a high school diploma or higher, percent with a bachelor's degree or higher, percentage with less than a ninth-grade education, high school dropout rate, percentage of limited-English-speaking children of school age, percentage served by library service, child poverty rate, and teen pregnancy rate. Data sources and rural Idaho contacts are listed. (SV)

ED 441 625 RC 022 130

The Rural Challenge: Rural Schools and Communities Working as Partners for the Future of Rural America.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Active Learning; *Educational Change; Educational Philosophy; Elementary Secondary Education; Environmental Education; Experiential Learning; Local History; *Outcomes of Education; Program Evaluation; Relevance (Education); Rural Development; *Rural Education; Rural Schools; *School Community Relationship; Service Learning
IDENTIFIERS- *Annenberg Rural Challenge; *Place Based Education; Reform Efforts; Sense of Community

The Annenberg Rural Challenge locates and funds exemplary rural public school programs to serve as models for rural education reform. The guiding theory of the Rural Challenge is that when rural schools base their teaching on the economy, ecology, history, and culture of their communities while fully engaging the community in the school's work, schools and communities improve together. A 4-year evaluation of the effectiveness of the Rural Challenge's reform work concluded that: (1) place-based education increased student appreciation of their histories and communities and increased community participation and resources; (2) participation in community-based work instilled valuable new skills in addition to academic understanding; and (3) learning in the community involved demonstrating student leadership, responding to community needs, and contributing to community well-being, and changed expectations of what it means to attend school. Although standardized test results were not a factor in the evaluation, it was noted that Rural Challenge schools demonstrated above-average performance on traditional benchmarks of test scores, attendance, and graduation rates. Examples are given of student projects based on environmental issues, local history and culture, rural economic development, and technology. (TD)

ED 441 626 RC 022 386

ED 441 643 RC 022 448

Munns, Geoff; McFadden, Mark; Simpson, Lee; Faulkner, Karen

"Do I Beat 'Em or Join 'Em?" Individual and Collective Adaptations Leading to School Success among Minority Group Students in Australia.

PUB DATE- 99

NOTE- 26p.; Symposium presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Foreign Countries; *Immigrants; *Indigenous Populations; *Minority Groups; Racial Bias; *Resilience (Personality); Resistance (Psychology); Student Alienation; *Student School Relationship; Vietnamese People

IDENTIFIERS- *Australia

A symposium compared the nature and experiences of schooling for Aboriginal Australians and Vietnamese immigrants to Australia. An introduction draws on John Ogbu's distinction between voluntary and involuntary minorities, provides background on the situations of indigenous peoples and Vietnamese immigrants in Australia, and suggests that cultural differences and the different relationships among these groups and the dominant population have implications for the pedagogical strategies used with these groups. "The Polarisation of Academic Achievement and Behaviour among Vietnamese Australian Students" (Karen Faulkner) looks at a striking contrast: Vietnamese youth in Australia are overrepresented among university, medical, law, and engineering students and also among prison inmates and the unemployed. Four waves of Vietnamese refugees and immigrants since 1975 had different settlement experiences with differing impacts on their educational, occupational, and social mobility. In addition, different ethnic groups within the Vietnamese immigrant group may have responded in different ways to their minority status and experiences. "The Battle To Remain on Higher Ground: School Curriculum and Pedagogy versus Culturally Supported School Resistance" (Mark G. McFadden, Geoff Munns, Lee Simpson) discusses school rejection among indigenous Australian boys as a culturally supported masculine response embedded within a complex community and educational context. A study of Aboriginal high school boys who remained in postcompulsory education against seemingly overwhelming odds examined the complex social and cultural processes that supported their academic persistence and caused them to reject their peers' resistance to school. (Each paper contains references.) (SV)

ED 441 644 RC 022 449

The Significance of "Mississippi 4-H Field and Stream Workshops" for Volunteer Leaders and County Programs.

PUB DATE- 99

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Certification; *Leadership Training; Outdoor Education; *Outdoor Leadership; Program Development; Volunteer

(3) the evolution of classroom practice and culture towards forms that support the development of students' algebraic reasoning; (4) student learning, as measured by progressive statewide 4th and 8th grade tests and supplementary assessments; (5) the design of appropriate experiences for pre-service teacher development; (6) the dual shaping of teacher-support materials for use with pre-service and in-service teachers; (7) the process of implementation of innovations as they spread across a district with 30 elementary schools (Fall River, Massachusetts); and (8) a comparison with publicly available student assessments from a very similar district in the region (New Bedford, Massachusetts). This paper provides the larger view of algebra reform on which current and planned work is based and then reports on pilot work and current work relating to (2), (3), and (7). An Appendix provides the "Details of Pilot Work with Grade 5-6 Teachers." (Contains 47 references.) (CCM)

ED 441 664 SE 063 389

Kaput, James J.
Transforming Algebra from an Engine of Inequity to an Engine of Mathematical Power by "Algebrafying" the K-12 Curriculum.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Algebra; *Educational Change; Elementary Secondary Education; Learning Strategies; *Mathematics Curriculum; *Modern Mathematics; Teaching Methods

This paper asserts that the key to algebra reform is to integrate algebraic reasoning across all grades and all topics, to "algebrafy" school mathematics. The distinction is made between algebra "the institution" and algebra "the web of knowledge and skill," which is also clarified. Finally, suggestions are made as to how the educational community might work towards a genuine algebra for all. The appendix provides concrete, classroom-based illustrations of the different aspects of algebra at the elementary grade level. (Contains 11 references.) (CCM)

ED 441 665 SE 063 427

Riel, Margaret
Learning Circles: Virtual Communities for Elementary and Secondary Schools.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Distance Education; Elementary Secondary Education; Integrated Curriculum; Learning Strategies; Nontraditional Education; Science Education; *Students
IDENTIFIERS- *Learning Circles; *Virtual Communities

Education, either face-to-face or across distances, is about creating a shared way of thinking about ourselves and our world. Education is not just preparation for life; it is a way and ideas on how equity issues in science teaching and learning are being addressed in science teacher education courses. Evaluative questions included: (1) What conceptions of equity in science education underpin individual approaches? (2) What approaches are being used to address issues of equity in science education? (3) What issues and challenges are being confronted in teaching related to these issues? and (4) How are these issues and challenges being resolved? Appendices include two descriptive research papers presented during the session: (1) "Equity from a 'Holistic' Perspective Based on Student-Generated Artifacts" (Katherine C. Wieseman); and (2) "From Parallel Universes: Building Equitable Classroom Environments from the Ground up through Science and Special Educators' Collaboration" (Eric J. Pyle). (Contains 31 references.) (CCM)

ED 441 687 SE 063 636

Williams, Karen A.; Marek, Edmund A.
Ausubel and Piaget: A Contemporary Investigation.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; Higher Education; *Learning Theories; Physics; *Piagetian Theory; Science Education
IDENTIFIERS- Learning Cycle Teaching Method; *Meaningful Learning

The study was designed to allow the investigation of the following research questions: (1) What are the magnitude and direction of measurable significant differences in meaningful learning orientation and meaningful understanding of physics concepts between students with learning cycle (LC) instruction and those with meaningful verbal reception learning (MVRL) instruction? (2) What are the magnitude and direction of measurable significant differences in meaningful understanding of physics concepts measured by conceptual questions, problem-solving, and mental models between students with the LC and MVRL instruction? (3) Which variable (reasoning ability, meaningful learning orientation, prior knowledge, or instructional treatment) is the best predictor of overall meaningful understanding of physics concepts? and (4) Which variable (reasoning ability, meaningful learning orientation, prior knowledge, or instructional treatment) is the best predictor for each sub-measure of meaningful physics understanding? This study was born from the idea that the Piagetian theory of learning is very similar to Ausubel's theory of meaningful learning. This study is really a comparison of the two theories, the blending of the two theories. (YDS)

ED 441 688 SE 063 640

Yore, Larry D.; Hand, Brian; Prain, Vaughan
Writing-to-Learn Science: Breakthroughs, Barriers, and Promises.
PUB DATE- 99
NOTE- 32p.; Paper presented at the International Conference of the Association for Educating Teachers in Science (Austin, TX, January 14-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; Elementary Secondary Education; Foreign

problems through local governance and public administration. Three main themes emerged at the workshop: (1) the legal and political framework for managing inter-group relations at the local level; (2) the need to address diverse education needs; and (3) the need to ensure that socio-economic development benefits all groups within the community. The report summarizes key discussions and illustrates examples of good practice that were presented. (Includes a list of participants.) (BT)

ED 441 709 SO 030 907

Reisman, David, Ed.
Liberty and Limits: The Federalist Idea 200 Years Later. A Fred Friendly Seminar. Viewer's Guide.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Ford Foundation, New York, NY.; Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship; Citizenship Education; Futures (of Society); Group Discussion; Higher Education; *Political Issues; Thematic Approach; *United States History
IDENTIFIERS- *Federalists

This viewer's guide is designed to encourage discussion about the issues covered in the four-part public television series "Liberty & Limits: 'The Federalist' Idea 200 Years Later" that aired during 1997. The series examines whether the current U.S. political system still matches the vision of its founders. The guide offers: an essay on each program in the series, discussion questions, suggestions for further reading, relevant organizations, and web sites. The essays in the guide elaborate further on program themes and may be the subject of discussions in educational settings such as book groups, adult education seminars, and college classes. This guide includes four essays, each of which reflects on an earlier broadcast: (1) "The President vs. Congress" (Donald L. Robinson), which discusses "Constant Combatants: the President and Congress." (broadcast on April 11, 1997); (2) "Forgotten Federalism" (Joan I. Greco), which discusses "Whose Law, Whose Order?" (broadcast on April 18, 1997); (3) "New Technology, New Dilemmas" (Joan I. Greco), which discusses "Privacy and Security on the Eve of the Millennium" (broadcast on April 25, 1997); (4) "Running for Political Office in an Age of Television, PACs, and Polls" (Kathleen M. Sullivan), which discusses "The Price of Politics: Electing Our Leaders" (broadcast on May 2, 1997). (BT)

ED 441 710 SO 031 292

Hart, Diane; Alderson, Jan, Ed.
Justice by the People. Teacher's Guide.
PUB DATE- 98
NOTE- 86p.; Accompanying videotape and CD-ROM are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Concept Formation; *Court Litigation; Critical Thinking; Decision Making; *Juries; *Justice; Middle Schools; Role

PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Analysis; Elementary Secondary Education; *History; *History Instruction; Social Studies; *Textbook Content; *Textbook Evaluation; Textbook Research
IDENTIFIERS- *American Textbook Council

The American Textbook Council identified the nation's leading social studies textbooks based on estimated volume of sales and on adoptions in California, Indiana, North Carolina, Florida, and New York. Three multi-volume elementary-level programs and about a dozen secondary-level history textbooks command the market. The history textbooks at the new century exhibit supercharged graphics and reduced text, and the diversity movement realized in these textbooks is often big, pervasive, and serious in its intention "to alter school history." Special evaluations were conducted in December 1998 and July 1999 at the University of California at Santa Barbara Learning Resources Display Center. The Council commissioned reviews by teachers, textbook experts, and historians. The three main conclusions of this study of leading elementary- and secondary-level history textbooks are that currently: (1) gutted textbooks and the passing of close reading as a central learning activity pose profound challenges to literacy and habits of thought; (2) editorial confusion reigns in the subject of history; (3) content is thinner and thinner and is increasingly deformed by identity politics and group pieties; and (4) publishers should be producing cheaper books that are more text-centered, simpler in design, and more honest in content. (Includes 18 footnotes and a checklist for reviewing textbooks.) (BT)

ED 441 732 SO 031 779

Smith, Peter
Violence and Art Education.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the National Art Education Association (Los Angeles, CA, March 30-April 4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Attitudes; *Aggression; *Art Education; Bullying; Crisis Management; Educational Responsibility; Elementary Secondary Education; *Intervention; Mass Media Role; School Culture; Self Concept; Socialization; *Violence

This article examines violence, socialization, and implications for art educators. Section 1 discusses violence as learned behavior within Lonnie Athens' notion of "violentization" or socialization to violence. In this framework, violent individuals first undergo "brutalization," a period during which they experience or witness violence, followed by a stage of "belligerency" in which being violent preempts being hurt. Next "violent performances" are committed, and then, "virulency," a stage in which the individual gains notoriety and respect as a violent person, occurs. In Section 2, the author discusses the implications of Athens' theory for art education. The presence of an art program in a school is seen

DESCRIPTORS- Foreign Countries; Longitudinal Studies; Qualitative Research; *School Culture; Secondary Education; Sex; *Social Class; Social Science Research; *Socioeconomic Status; Youth
IDENTIFIERS- *Australia

In 1993 in Australia, a 7-year qualitative, longitudinal study called the 12 to 18 Project was begun to study young people and the development of their gendered identity, as well as schooling's contribution to social inequalities. This paper considers in what sense "class" is a useful concept in pursuing the questions the study started with, and in the design, methodology, interpretation, and reporting of such a study. The paper presents a historical overview of the idea of "social class," describes the 12 to 18 Project, and delineates some of the interviews with the Project's participants. It suggests some of the questions the researchers found interesting both about young people in school today and what is happening to them, and about literature on class and where its contribution and problems lie. (Contains 6 notes and 20 references.) (BT)

ED 441 753 SO 031 840

Portman, Tarrell Awe Agahe; Portman, Gerald L.
Empowering Students for Social Justice (ES squared J): A Structured Group Approach.
PUB DATE- 00
NOTE- 16p.; Paper presented at the American Counseling Association Conference (Washington, DC, March 20-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship; Intermediate Grades; *Intervention; Junior High Schools; Middle Schools; Models; School Counseling; *Student Development; *Student Empowerment
IDENTIFIERS- Small Group Communication; *Social Justice

This paper presents a structured group intervention for increasing social justice awareness, knowledge, and advocacy skills with upper elementary, middle school, or junior high aged students. The paper presents the "Empowering Students for Social Justice" model and describes a general framework that includes goals and activities for an 8-week program. The paper outlines eight different group sessions, one for each week. Issues processed in the group revolved around oppression, prejudice, and racism social justice themes. (Author/BT)

ED 441 754 SO 031 891

Morganett, L. Lee
Standards for the High School Psychology Course. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; *Active Learning; High Schools; *Psychology
IDENTIFIERS- *American Psychological Association; ERIC Digests

PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Educational Research; Elementary Secondary Education; *Feminism; Foreign Countries; Higher Education; *Inquiry; Preservice Teacher Education; *Qualitative Research; Reflective Teaching; *Student Teacher Attitudes; Student Teachers
IDENTIFIERS- Israel; *Reflective Thinking

This paper describes how the experience of carrying out qualitative research contributes to student teachers' development of reflective thinking, promotes constructivist approaches in teaching and learning to teach, and supports feminist perspectives in teacher education. Data was collected from a Research on Teaching class at an Israeli teacher education college over 3 years. Data came from students' qualitative research papers and tape recorded protocols of: (1) college classes in which students presented pieces from their field notes and discussed their observations and interview data and (2) individual tutorials in which student teachers reported their research progress, discussed their data, offered interpretations, and attempted conclusions. Results highlight how qualitative research experience contributed to the development of reflective thinking, constructivist learning, and feminist perspective in five areas: (1) developing awareness of the complexity of the educational situation and ability to note details; (2) identifying problems and naming and framing phenomena as characteristics of reflective thinking; (3) connecting the particular to the general and connecting theoretical concepts from educational research literature to practice; (4) showing conceptual growth and generating personal theories and original categories; and (5) deepening personal and practical knowledge and developing personal theories and learning approaches in ways demonstrating acceptance as well as criticism. (Contains 37 references.) (SM)

ED 441 774 SP 039 230

Borthwick, Arlene C.; Stirling, Terry; Cook, Dale
Achieving Successful School-University Collaboration.
PUB DATE- 00
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *College School Cooperation; Elementary Secondary Education; *Faculty Development; Higher Education; *Partnerships in Education; Preservice Teacher Education; Public Schools; Teacher Attitudes; Teacher Improvement
IDENTIFIERS- Chicago Public Schools IL

This study investigated participant perceptions of essential elements for establishing and maintaining successful school-university partnerships for school improvement, noting differences in perceptions of participants involved in voluntary partnerships versus those involved in partnerships changing philosophies of education, comparing the reports of graduates from traditional, university-based programs with reports of graduates from intensive field-based programs. For eight semesters, teacher education graduates received a program evaluation survey in the mail 2 weeks after graduation. The survey asked about their educational philosophy, whether it had changed, and why. Data from 428 student responses highlighted seven themes: (1) practitioner concerns of a practical nature; (2) critical/evaluative comments; (3) realization of self-development; (4) education in a broader spectrum; (5) specific agreement with the program; (6) specific disagreement with the program; and (7) vacuous comments. Graduates of the intensive field-based program reported least in the category of personal growth. They did not differ greatly from other students in acknowledging a change in their educational philosophy over the course of the program. Field-based students commented least on agreement with the methods that the program espoused (constructivist and student-centered), although there was higher agreement among them concerning the classroom climate and affect advocated in the program. Field-based graduates were less competent in articulating their philosophies, as they had the highest percentage of vacuous, generic comments. (Contains 3 tables and 10 references.) (SM)

ED 441 793 SP 039 251

Hansen, David T.
The Place of Ideals in Teaching.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Philosophy of Education Society (Toronto, Ontario, Canada, March 31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; Higher Education; *Teacher Attitudes; Teachers
IDENTIFIERS- *Idealism; Tenacity

This paper examines whether ideals and idealism have a role to play in teaching, identifying some ambiguities and problems associated with ideals and arguing that ideals figure importantly in teaching, but they are ideals of character or personhood as much as they are ideals of educational purpose. The first section focuses on the promise and perils of ideals, explaining that while they embody possibilities which the human spirit can generate and provide a source of guidance and courage, they also have the power to develop a momentum of their own and a propensity to lead people to substitute hypothetical goals for real possibilities. The second section discusses inhabitable ideals in teaching, explaining how to reconcile differences in thought about ideals in teaching. The third section examines tenacious humility (an ideal of personhood), suggesting that good teaching can be based on ideals of some kind and that tenacious humility can help teachers hold at bay the tempting lures of ideals, theories, and ideologies while focusing on ideals of character and personhood. The final section concludes by discussing ideals and the practice of teaching. (Contains 16 footnotes.) (SM)

ED 441 794 SP 039 252

Poppleton, Pam

Programs
IDENTIFIERS- *Colorado; *Testing Accommodations (Disabilities)

In 1998 it became apparent that support for state assessments in Spanish at the elementary level was waning in Colorado, and it was likely that only an English-language version would be available for the grade 5 mathematics assessment in 1999. A study was conducted to provide empirical results to inform decisions regarding language accommodations for students who are English language learners from all language backgrounds and students with special needs. Three test forms of the mathematics test were administered to 1,198 fourth graders in 1999: (1) original English; (2) simplified English; and (3) original English with glossary. The initial conclusion that can be drawn from these data is that performance on mathematics assessments with high proportions of word problems is directly related to proficiency in reading English. Examination of mathematics performance within Language Assessment Scale categories (measure of English proficiency) shows that simplification of linguistic structures and the addition of a glossary for nonmathematics vocabulary to a mathematics assessment results in better performance by English language learners and other students who are not good readers. Data suggest that linguistic simplification or clarification of the vocabulary of mathematics word problems can benefit virtually all students. (Contains 8 tables and 30 references.) (SLD)

ED 441 814 TM 030 848

McInerney, Dennis M.; Young, Alexander Seeshing; McInerney, Valentina
The Meaning of School Motivation: Multidimensional and Hierarchical Perspectives.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Need; Foreign Countries; *High School Students; High Schools; *Student Motivation; Student Surveys
IDENTIFIERS- *Australia (New South Wales)

This research examined the multidimensionality of achievement goals and their hierarchical relations in a sample of 939 students from 6 high schools in New South Wales, Australia. The first year of the study these students completed a survey instrument on school motivation, the Inventory of School Motivation. There will be follow-up for 3 years. Traditional school motivation theories have assumed a Mastery-Performance dichotomy, but this study did not support this assumption. Support for the Mastery-Performance dichotomy would require a low correlation between the two constructs. However, in this study the correlation between the two was substantial. There was strong support for the multidimensional school motivation structure proposed by D. McInerney and others (1997). An appendix contains the study questionnaire. (Contains 2 tables, and 4 figures, 36 references.) (SLD)

ED 441 815 TM 030 849

McInerney, Dennis M.; McInerney, Valentina
A Longitudinal Qualitative Study of School Motivation and

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Doctoral Programs; *Graduate Students; Graduate Study; Higher Education; *Instructional Leadership; *Organizational Climate; Pilot Projects; Questionnaires; *Test Construction; *Trust (Psychology)

An instrument to measure organizational trust was developed, and a pilot study was conducted to evaluate the instrument and make appropriate revisions. The 23-item Organizational Trust Measure (OTM) was developed based on the perceptions of 42 doctoral students regarding trust and its role in educational leadership. Content analysis procedures and frequency distributions were used to refine the instrument. Overall, 10 of the original items had item means greater than 4.0. Results will be used to modify the instrument for further study. The original instrument is attached. (Contains 20 references.) (SLD)

ED 441 836 TM 030 871

Vargha, Andras; Delaney, Harold D.
Comparing Several Robust Tests of Stochastic Equality.
SPONS. AGENCY- Open Society Inst., New York, NY.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Also supported by Hungarian OTKA, grants no. T018353 and T032137, and Hungarian FKFP, grant no. 0194/2000.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Monte Carlo Methods; *Robustness (Statistics); Sample Size; Simulation; Statistical Distributions
IDENTIFIERS- *Equality (Mathematics); *Stochastic Analysis; Type I Errors

In this paper, six statistical tests of stochastic equality are compared with respect to Type I error and power through a Monte Carlo simulation. In the simulation, the skewness and kurtosis levels and the extent of variance heterogeneity of the two parent distributions were varied across a wide range. The sample sizes applied were either small or moderate and equal or unequal. The tests of stochastic equality were the rank "t" test, the rank Welch test, the Fligner-Policello test, Cliff's modified Fligner-Policello test, and two variations of the last two tests that used adjusted degrees of freedom (designated FPW and FPCW). An interesting result of the study is that the two new modifications proved to be substantially more accurate with regard to their Type I error rates than the others, although they kept to a similar power level. The estimated Type I error of the FPW method at the 0.05 nominal level always fell in the range of 0.043 to 0.063 even if the variance ratio of the 2 distributions was as large as 1:16. The other ranges were: (1) 0.049-0.068 for FPCW; (2) 0.029-0.160 for the rank "t" test; (3) 0.049-0.096 for the rank Welch test; (4) 0.035-0.075 for the Fligner-Policello test; and (5) 0.040-0.078 for Cliff's test. (Contains 2 figures, 10 tables, and 22 references.) (Author/SLD) classroom assessments; and (3) how content areas affected the relationships. Data were collected from a sixth-grade classroom of 40 students. Three assessment forms were administered crossing the two content areas of making neutral solutions and designing momentum experiments. The assessment forms were: (1) performance based assessment (PBA); (2) multiple choice (MC); and (3) short answer (SA). Findings were that MC and SA covaried more with one another than either did with PBA. Content area affected how PBA covaried with MC and SA. Deductive reasoning was the most obvious cognitive component that differentiated the designated content areas. This study demonstrated that PBA may not always be the best choice to measure students' cognitive capabilities. Paper and pencil tests may measure abstract relations as well as PBA does. (SLD)

ED 441 856 TM 030 891

Nevitt, Jonathan
Evaluating Small Sample Approaches for Model Test Statistics in Structural Equation Modeling.
PUB DATE- 00
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error of Measurement; Goodness of Fit; Maximum Likelihood Statistics; Monte Carlo Methods; *Sample Size; Simulation; *Structural Equation Models
IDENTIFIERS- Type I Errors

Structural equation modeling (SEM) attempts to remove the negative influence of measurement error and allows for investigation of relationships at the level of the underlying constructs of interest. SEM has been regarded as a "large sample" technique since its inception. Recent developments in SEM, some of which are currently available in popular SEM software programs, have lead to methods that may be more viable with small samples. While initial research investigating these methods shows promise, there is clearly the need for more thorough inspection to understand the behavior of these methods under varying experimental conditions. This study uses a Monte Carlo simulation experiment to explore the potential of these small sample methods for providing adequate model test statistics used in evaluating overall model fit. Type I error behavior and power were examined using maximum likelihood (ML), Satorra-Bentler scaled and adjusted (SB; A. Satorra and P. Bentler, 1988, 1994), residual-based (M. Browne, 1984), and asymptotically distribution free (ADF; M. Browne, 1982, 1984) test statistics. To accommodate small sample sizes, the ML and SB statistics were adjusted using a "k"-factor correction (M. Bartlett, 1950), and the residual-based and ADF statistics were corrected using modified chi-square and "F" statistics (K. Yuan and P. Bentler, 1998, 1999). Design characteristics include model type and complexity (15-variable structural equation and 21-variable confirmatory factor analysis models), sample size-to-estimated parameter ratio (n:q=1:1, 2:1, 5:1, and 10:1), and distributional form (normal and nonnormal, elliptically symmetric and asymmetric). (Contains 9 tables, 4 figures, and 33 references.) (SLD)

ED 441 857 TM 030 892

Warshauer Freedman, with Walter Wood, George Austin, Brenda Landau McFarland, and Phil Potestio); (6) "A Question of Fairness: Using Writing and Literature To Expand Ethnic Identity and Understand Marginality" (Deborah Archuleta Juarez); (7) "'Yes, Girl, You Understand': History Logs and the Building of Multicultural Empathy" (Karen Alford); (8) "Diversifying Curriculum in Multi-cultural Classrooms: 'You Can't Be What You Can't See'" (Elizabeth Radin Simons, with Kathy Daniels, Junia Yearwood, and Darcelle Walker); (9) "Writing Correctness and the Second-language Student" (Ann Lew); (10) "We Soar Together: Studying Literature in a Heterogeneous Classroom" (Verda Delp); (11) "What Teacher Researchers Say about Creating Communities of Achievement: Empowerment in and beyond the Classroom" (Julie Shalhope Kalnin, with Elena Valenti, Nancy O'Malley, and Stephanie Davenport); and (12) "Learning from M-CLASS: Thoughts for the Future" (Julie Shalhope Kalnin, Sarah Warshauer Freedman, and Elizabeth Radin Simons). Three appendixes contain the M-CLASS research questions, a discussion of data analysis procedures, and an outline of the M-CLASS structure. (Contains 2 figures, 2 tables, and 84 references.) (SLD)

ED 441 877 UD 033 456

Weinberg, Meyer
Asian-American Education: Historical Background and Current Realities. Sociocultural, Political, and Historical Studies in Education.
PUB DATE- 97
NOTE- 343p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Asian Americans; Educational Attainment; *Educational Experience; Educational History; *Elementary Secondary Education; *Ethnicity; *Higher Education; *Immigrants; Racial Differences

This general history of Asian-American education provides information about individual ethnic groups. Each of the 12 country-specific chapters begins with a description of the kind of education received in the home country, including how widely available education was, how equal the society was, and the circumstances that resulted in the emigration of children. The later part of each chapter deals with the education these children later received in the United States. The order of the chapters is roughly chronological in terms of when the first sizable numbers of immigrants came from the country. The chapters are: (1) "Introduction"; (2) "China"; (3) "Japan"; (4) "Korea"; (5) "Philippines"; (6) "Vietnam"; (7) "Cambodia"; (8) "Laos"; (9) "Hong Kong"; (10) "Taiwan"; (11) "Micronesia"; (12) "Polynesia"; (13) "India"; and (14) "Cross-Group Issues." Each chapter contains endnotes. (SLD)

ED 441 878 UD 033 465

Hones, Donald F.; Cha, Cher Shou
Educating New Americans: Immigrant Lives and Learning. Sociocultural, Political, and Historical Studies in Education.
PUB DATE- 99
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project

Carnevale, Anthony P.; Reich, Kathleen
A Piece of the Puzzle: How States Can Use Education To Make Work Pay for Welfare Recipients. ETS Leadership 2000 Series: Conversations.
PUB DATE- 00
NOTE- 80p.; Produced with Neal C. Johnson and Kathleen Sylvester.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Educational Finance; Employed Parents; Evaluation Methods; Job Skills; *Job Training; Nontraditional Education; *Postsecondary Education; Poverty; *School Community Relationship; State Aid; Student Financial Aid; Vocational Education; *Welfare Recipients; Work Study Programs
IDENTIFIERS- Pell Grant Program; Student Support Services; *Welfare Reform; *Welfare to Work Programs

This publication identifies the front-line lessons learned to date on the role of education in the next phase of welfare reform. It presents the voices of leading welfare administrators, educators, business people, and current and former welfare recipients. Part 1, "Identifying the Issues," presents "The Case for Investing in Welfare Families." Part 2, "One Dozen Ways for States and Colleges To Make Work Pay," includes the 12 lessons: (1) "Aggressively Use Education To Meet Federal Work Requirements"; (2) "Cash in on Pell Grants, Work-Study, and Other Student Financial Aid"; (3) "Use State Funds To Extend Education beyond 12 Months"; (4) "Forge Partnerships between Welfare Offices and Community Colleges"; (5) "Use Comprehensive, Cooperative Assessment"; (6) "Identify and Support Welfare Recipients Who Are Already in School"; (7) "Encourage Concurrent Education and Work"; (8) "Redesign Classes for Working Parents"; (9) "Offer Students the Support They Need to Stay in School"; (10) "Send Former Recipients Back to School Too"; (11) "Expand Private-Sector Partnerships"; and (12) "Give Tax Credits to Employers Who (Really) Train." Examples of lessons in practice for each lesson are included. An appendix presents measures of skill in the National Adult Literacy Survey. (SM)

ED 441 898 UD 033 565

Tumlin, Karen C.; Geen, Rob
The Decision To Investigate: Understanding State Child Welfare Screening Policies and Practices. New Federalism: Issues and Options for States. Series A, No. A-38. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00

PUB DATE- 00
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *Females; *Gender Issues; High Risk Students; High School Students; High Schools; *Hispanic American Students; Nontraditional Education; Racial Differences; *School Role; Sex Differences; *Sex Role; Whites; Working Class
IDENTIFIERS- African Americans

This book examines the variations in the constitution of female gender in a group of young working-class women of African American, Latina, Puerto Rican, and White European backgrounds who were enrolled in an alternative high school for students at risk of academic failure. It also analyzes the school processes that shape these young women's gender identities and provides evidence that female gender identity among various racial or ethnic backgrounds can be very dissimilar. The chapters are: (1) "Introduction"; (2) "Social Class, Race/Ethnicity, Gender, and Schooling: A Theoretical Overview"; (3) "The Social, Economic, and Educational Status of African American, Latina, and White Women in the United States"; (4) "Young White Working-Class Women: Envisioning Adult Lives"; (5) "Young Women of African American and Puerto Rican Descent: Anticipating Lives as Adult Women"; (6) "Young Women of Dominican and South American Descent: Constructing Possibilities for the Future"; (7) "Redefining Relationships to Schooling"; (8) "The Formal Curriculum"; (9) "The Social Construction of Gender within the School"; and (10) "Conclusions." Appendixes discuss the study methodology and educational profiles of the girls studied. (Contains 18 tables, 61 endnotes, and 264 references.) (SLD)

ED 441 918 UD 033 590

Rees, Nina Shokraii; Garrett, Jennifer
How the Senate Can Improve ESEA. The Heritage Foundation Backgrounder.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; *Educational Policy; Elementary Secondary Education; *Federal Legislation; Policy Formation; Public Schools
IDENTIFIERS- *Elementary Secondary Education Act; Reauthorization Legislation; Senate

The U.S. Senate will soon consider the reauthorization of the Elementary and Secondary Education Act (ESEA), the centerpiece of the federal government's involvement in public education. The Senate should consider at least three important improvements in the ESEA. The first is to make Title I of the ESEA, the provision for aid to disadvantaged students, a child-centered program. "Portability" of Title I funds should be increased, allowing Title I dollars to be attached to poor students and used for several types of programs. A second improvement would be to allow any state to opt for the Straight A's program (Academic Achievement for All), a program that reduces federal restrictions on the use of aid funds for educational reform. A third improvement would be to eliminate duplicated programs in ESEA and to focus the law on a few key national goals. In the reauthorization of the ESEA, Congress for increasing the provision of dental care to low-income children. (Contains 2 tables and 10 references.) (SLD)

ED 441 938 UD 033 611

De Vita, Carol J.; Manjarrez, Carlos A.; Twombly, Eric C.
Poverty in the District of Columbia--Then and Now.
SPONS. AGENCY- United Planning Organization, Washington, DC.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; *Children; *Demography; *Low Income Groups; Nonprofit Organizations; *Poverty; *Urban Youth
IDENTIFIERS- *District of Columbia

This report on poverty in the District of Columbia is designed to serve as a strategic planning tool for the United Planning Organization (UPO), its delegate agencies, affiliate organizations, and the general public as they address the challenges of poverty in the city. The first section highlights the significant demographic changes that have taken place since the enactment of the Economic Opportunity Act in 1964. Using data from the Census and other sources, the report identifies pockets of poverty in the city and notes how these areas have shifted geographically and become more entrenched over time. The second section of the report provides a snapshot of the nonprofit organizations that make the District of Columbia their home and provide community services. This section maps the distribution of nonprofit organizations against areas of poverty and compares nonprofit resources for programs for children, youth and families; community development; community empowerment; and workforce development. The third section of the report highlights the work of five UPO delegate agencies that serve the District's low-income and at-risk residents. The final section of the report provides a framework for better understanding the needs of the District of Columbia and programs for the future. An appendix discusses the research methodology for this report. (Contains 5 tables, 9 figures, and 12 references.) (SLD)

ED 441 939 UD 033 612

Snyder, Howard N.; Sickmund, Melissa
Children as Victims. 1999 National Report Series. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 25p.; This bulletin was derived from chapter 2 of "Juvenile Offenders and Victims: 1999 National Report"; see ED 435 888.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; Child Neglect; *Children; National Surveys; *Victims of Crime; *Violence

As part of a series that provides quick and focused access to findings from "Juvenile Offenders and Victims: 1999 National Report" of the Office of Justice and Delinquency Prevention, this bulletin documents the impact of crime on society's most vulnerable victims, children. Homicide remains a leading cause of death for young people. In 1997, an average of six juveniles were murdered every day. Between 1980 and 1997, three of four murdered juveniles aged 12 or older were killed with a firearm. Juveniles are twice as likely as adults to be victims of

Day Care; Food Service; *Infant Care; Infants; Nutrition; Personnel Policy; Preschool Curriculum; Recordkeeping; Safety; School Safety; *Standards; State Legislation; State Regulation; *State Standards; Toddlers; Transportation
IDENTIFIERS- Caregiver Qualifications; *Day Care Licensing; Day Care Quality; *Day Care Regulations; Oklahoma; Playground Equipment

The Oklahoma Child Care Facilities Licensing Act was amended in 1993 to address part-day child care programs and mandates that the Department of Human Services develop minimum requirements for part-day programs and license them. This document delineates the licensing requirements for part-day child care programs in Oklahoma. Requirements are presented in the areas of program policy and procedure, record keeping, employees, child supervision, physical facilities, indoor equipment for children of different ages, and outdoor safety and play equipment. Requirements for child care practices for infants through 2-year-olds are delineated, including learning activities, water activities, rest time, and behavior and guidance. In addition, requirements are presented regarding health practices, food and nutrition, transportation, food service and sanitation, and fire safety. Eight supplements include the text of the Oklahoma Child Care Facilities Licensing Act, definition of child abuse, suggested indoor and outdoor equipment, and an injury report form. (KB)

ED 441 589 PS 028 590

Child Nutrition Programs: Child and Adult Care Food Program. Family Day Care Home Handbook.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 314p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Early Childhood Education; *Eligibility; *Family Day Care; Food Service; Food Standards; *Nutrition; Recordkeeping; State Regulation; State Standards
IDENTIFIERS- Application Forms; *Child and Adult Care Food Program; *Child Nutrition Programs; Meal Requirements; Menu Planning; Nutrition Services; Oklahoma; Program Monitoring; Program Requirements; Program Review

This handbook details requirements for family day care homes in Oklahoma for providing child nutrition through the Child and Adult Care Food Program. The handbook includes contact information for state consultants. The basic responsibilities for sponsors of family day care home child nutrition programs are outlined, and the sponsoring organization initial and renewal application forms are included. The handbook also delineates procedures for filing civil rights complaints, and presents staffing recommendations for sponsoring organizations, including recommendations for determining staffing needs and sample job specifications. Requirements for financial recordkeeping for sponsoring organizations are presented, with relevant forms included. Information on tiering documentation is provided, including definitions, descriptions of Tier 1 and Tier 2 day care home eligibility determination procedures, and relevant forms. Also described are minimum meal requirements of the Child and Adult Care Food Program, as well as information on child nutrition labels and product analysis statements,

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Family Environment; *Family Relationship; *Family Role; Grandchildren; *Grandparents; *Older Adults; Significant Others; Social Change
IDENTIFIERS- Grandparent Attitudes; *Grandparent Grandchild Relationship; Grandparent Responsibility; *Grandparent Role; Grandparents as Parents

Tremendous social changes have left many grandparents unsure about what type of grandparent role is useful today. This book challenges grandparents to examine traditional grandparent beliefs to see if modifications might enhance their understanding and enjoyment of the role. The book's introductory chapter discusses societal changes influencing families, details changes in parental and other family roles, describes the primary tasks of grandparents, and presents 12 traditional grandparent rules or beliefs. The remainder of the book explores each of the 12 rules and encourages grandparents to question them. The chapters (and rules) are: (1) "Grandparents Should Be Cheerful"; (2) "Grandchildren Should Listen to Their Grandparents"; (3) "Grandparents Should Love To Baby-Sit"; (4) "Grandparents Should Know about Life"; (5) "Grandparents Should Love To Spoil"; (6) "Grandparents Should Be Full of Fun Ideas"; (7) "Grandparents Should Love All of Their Grandchildren the Same"; (8) "Grandparents Should Love To Help Out"; (9) "Grandparents Should Hate To Discipline"; (10) "Grandparents Should Know How To Care for Sick Kids"; (11) "Bragging Should Be Done in Moderation"; and (12) "Being a Grandparent Is Always Fun." The book's appendix includes resources for grandparents, and adolescents' comments about what they remember about their grandparents. (KB)

ED 441 608 PS 028 625

Gibson, Rick
Public Opinion and Children's Issues: A Special Report from the Children's Defense Fund of Minnesota.
PUB DATE- 99
NOTE- 12p.; Written in consultation with Marcie Jefferys. Funding for the production of this paper was provided by a grant from the Minnesota Futures Fund.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attitude Change; *Change Strategies; *Child Advocacy; Child Health; Child Welfare; *Children; Day Care; Elementary Secondary Education; Health Services; Moral Development; *Parent Responsibility; Poverty; Preschool Education; *Public Opinion; Well Being
IDENTIFIERS- Parental Leave; Welfare Reform

Based on findings from public opinion polls, focus groups, and related academic research, this report explores the challenges facing child advocates in framing issues for public debate. Examining the growing public sentiment supporting governmental involvement in children's issues and general perceptions regarding the causes of current problems, the report highlights public attitudes concerning specific child issues and explores a few promising strategies taken by child advocates to bridge the communication gap. The report suggests that while the American general public cares about children and children's

Fryer, Bronwyn
The Neglected Workforce.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Computer Science Education; Cultural Influences; Geographic Isolation; Higher Education; *Information Technology; Internet; *Reservation American Indians; Rural Education; *Tribally Controlled Education; *Two Year Colleges
IDENTIFIERS- Access to Technology; *Native Americans

Despite a 4 percent U.S. unemployment rate, Native American tribes suffer unemployment rates of around 50 percent. Meanwhile, information technology managers increasingly hire more foreign workers under H-1B visas. Obstacles to Native American participation in the information technology job market are a lack of technology infrastructure at tribal colleges and on reservations, the tribal system of government that fosters dependency and limits free enterprise, technology anxieties resulting from a culture based on physical contact with the earth, and public stereotyping and the media's portrayal of Native Americans as shiftless alcoholics. Tribal colleges are encouraging young people to become interested in technology, which they believe can make a huge difference in reservation economies. Grants from educational and philanthropic organizations are providing distance learning courses and developing the technology infrastructure necessary for tribal colleges and Native Americans on reservations to take advantage of geographically-independent information technology jobs. Companies and universities are offering internships and scholarships to training programs such as the University of California's Summer Institute in Computer Science. Several anecdotes describe Native Americans who have found successful jobs through information technology. (TD)

ED 441 627 RC 022 397

Rochin, Refugio I., Ed.; Valdes, Dennis N., Ed.
Voices of a New Chicana/o History.
PUB DATE- 00
NOTE- 318p.; Essays originally presented at a conference, "Towards a New Chicana/o History" (East Lansing, MI, April 22-23, 1996).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Activism; College Faculty; Ethnic Studies; Higher Education; *Historiography; Intellectual Disciplines; *Mexican American History; *Mexican Americans; *Scholarship; Social Science Research
IDENTIFIERS- Chicanas; *Chicano Studies; Chicanos; Mexican American Studies; Social Movements

As a shared political and academic enterprise, Chicana/o history has been charged with implementing a daunting agenda. The aims of this complex agenda relate to political activism, the status of Chicano faculty, college students, and Chicano Studies departments, scholarship and historical interpretation, and the transformation of mainstream research and curricula. The essays in this collection examine leading strands of thought in the field of Chicana/o history and are presented in five sections: (1) Chicano/Mejicano Pioneers: From Mexico to Aztlan; (2)

Training; *Volunteers; Workshops; Youth Programs
IDENTIFIERS- Mississippi; *4 H Programs

Program materials for Mississippi 4-H Field and Stream are carefully controlled and made available only to volunteer leaders who have completed leader training workshops. This document describes the Mississippi 4-H Field and Stream program, discusses the leader training workshops and their significance, and provides responses to frequently asked questions about the program. The program covers wildlife-related activities, hunting, fishing, and shooting sports. The leader training workshop system is justified to continue delivering a cohesive, effective, and safe program that meets 4-H objectives of youth development and conservation education. Answers to common questions cover traditional and nontraditional aspects of the 4-H Field and Stream program, how much time county extension agents must commit to program development and maintenance, how much time is expected from volunteer leaders, why certified hunter-education instructors need further training to conduct the program, differences between 4-H instructional techniques and those of other programs, the content covered in leader training workshops, why 4-H Field and Stream is a valuable addition to other county programs, why leaders are certified through state-level workshops, who conducts the training, the need for a team of leaders, how to start a program if a team of leaders does not attend the workshops, and the experience or background necessary for leaders. (SV)

ED 441 645 RC 022 450

Stiffarm, Lenore A., Ed.
As We See...Aboriginal Pedagogy.
PUB DATE- 98
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *American Indian Culture; *American Indian Education; *Canada Natives; Child Rearing; Culturally Relevant Education; Elementary Secondary Education; Foreign Countries; Holistic Approach; Language Maintenance; Nonformal Education; Story Telling; *Teaching Methods; *World Views
IDENTIFIERS- Indigenous Knowledge Systems; Medicine Wheel

For many years, Aboriginal knowledge was invalidated by Western ways of knowing. This collection of papers discusses ways of teaching, ways of knowing, and ways of being that have sustained Aboriginal people for over 500 years. The papers are: "Spirit Writing: Writing Circles as Healing Pedagogy" (Lenore A. Stiffarm); "Pedagogy from the Ethos: An Interview with Elder Ermine on Language" (Willie Ermine); "Plants and Medicines: An Aboriginal Way of Teaching" (Bente Huntley); "Modelling: An Aboriginal Approach" (Ida Swan); "Aboriginal Pedagogy: The Sacred Circle Concept" (Angelina Weenie); "Traditional Parenting" (Jane Harp); "A Piece of the Pie: The Inclusion of Aboriginal Pedagogy into the Structures of Public Education" (Wally Isbister); "An Analysis of Western, Feminist, and Aboriginal Science Using the Medicine Wheel of the Plains Indians" (Lillian E. Dyck); and "Aboriginal Pedagogy: Storytelling" (MaryAnne Lanigan). (Contains references, a glossary, and contributor profiles.) (SV)

ED 441 646 RC 022 451

Morda, Romana; Kapsalakis, Anthoula; Clyde, Margaret of life. Exchanging ideas with students and teachers in other places about science, math, literature, ideas, and beliefs enhances learning because education is inherently a social process which constructs shared understandings. The AT&T Learning Network provides a structure (Learning Circles) and a process (teamwork over time and distance) for creating a shared way of understanding. This paper describes the process of forming learning circles. Approximately eight geographically diverse classrooms with a common educational focus are joined together through a subscription to the AT&T Learning Network. Learning circles enable students from different cultures, regions, religions, ages, perspectives, and with a range of physical and mental strengths to work together in a medium that treats diversity as a resource. The activity encourages students to think of creative ways to show or illustrate who they are and how their social and physical world is similar and different from that of their distant partners. (CCM)

ED 441 666 SE 063 512

Kuri, Nidia Pavan
Kolb's Learning Cycle: An Alternative Strategy for Engineering Education.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; Conventional Instruction; Creativity; *Engineering Education; Higher Education; *Learning Processes; Teaching Methods; *Technology
IDENTIFIERS- *Kolb (David A)

The knowledge of exponential development, the multiple aspects of social problems, the fast technological advancements and the growing availability of advanced hardware and software are increasing demands on undergraduate engineering education and practice. Therefore, it is imperative that engineering teachers become able to accomplish much more than the simple assignment of transmitting information: they have to teach their students "how to learn" so the students will be prepared for any challenges. More effective teaching methods and techniques have to be considered beyond the traditional model, which is based on information transmission and fully centered on teachers' figures. However, this method's implementation fully requires comprehension of the available alternatives and the possibility of creating them by the teacher. This work aims to present David Kolb's ideas about learning styles and describes his empirical model--the Learning Cycle--as an alternative strategy to deal with the widely used traditional way of teaching engineering. The four styles or types of learning identified by Kolb derive from the manner in which people perceive and process new information. Each one these styles is associated with some typical questions that represent the internal structure of learning, which can be seen as a standard model for new concepts of learning and can be used regardless of subject matter. (Contains 10 references.) (Author/ASK)

ED 441 667 SE 063 531

Malave, Cesar O.; Watson, Karan L.
The Freshman Integrated Curriculum at Texas A&M University.
PUB DATE- 00
NOTE- 10p.

Countries; Grade 7; Grade 9; *Language Arts; Metacognition; *Science Instruction; Science Teachers; *Writing Across the Curriculum; Writing (Composition)
IDENTIFIERS- Australia

This paper synthesizes research on the value of writing in learning science at all grade levels. Breakthroughs and barriers to the effective use of writing to learn science are discussed. Differences between elementary and secondary teachers are considered with regard to background in language arts, understanding of the writing process, and the engagement of science-related issues. The results of the Science Writing Heuristic (SWH) used with 7th grade students in the United States and 9th grade students in Australia are reviewed. (Contains 54 references.) (YDS)

ED 441 689 SE 063 661

Mathematics in Missouri: Report of the Missouri K-16 Coalition to Missouri Coordinating Board for Higher Education.
PUB DATE- 99
NOTE- 26p.; Produced by the Missouri K-16 Coalition, which was created by the Missouri Coordinating Board for Higher Education, the Missouri State Board of Education, and the University of Missouri Board of Curators.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Educational Change; High Schools; Higher Education; *Mathematics Education; Professional Development; Teacher Education
IDENTIFIERS- *Missouri

In December 1997, three of Missouri's key educational boards--the State Board of Education, the Coordinating Board for Higher Education, and the University of Missouri Board of Curators--created an historic partnership among business, education, and political leaders. Known as the Missouri K-16 Coalition and composed of prominent Missourians committed to quality education at all levels, the partnership signifies an exceptional and necessary mode of cooperation among Missouri's education policymakers. Since its formation, the Coalition has focused its discussions on ways to produce a more coordinated system of education and to raise the performance levels of all Missouri students. The Coalition reviewed a number of research documents and technical reports which provided a comprehensive background regarding a range of issues, including the importance of mathematics, the performance of U.S. and Missouri students, and the relationship of mathematics performance to individual productivity and economic viability. This report reflects a sense of urgency about the tasks ahead as well as a sincere appreciation for what Missouri's high schools and colleges have already accomplished to improve achievement levels. The conclusions and specific recommendations contained in this report reflect what the Coalition believes to be necessary to reach critical objectives for Missouri. What students need to learn and how to equip novice and veteran teachers at all levels to facilitate new standards are major concerns. More direct collaboration within and between K-12 and higher education is identified as a key strategy. This report also addresses the need for a comprehensive and sustained public information effort to support the systemic change. Appendix 1 lists the official charge to the Coalition by the three boards and the list of Coalition members. Appendix 2 contains a list of resources considered by the Coalition over the past 21 months. Appendix 3 provides a list of supplemental

Playing; Simulation; Social Studies; United States Government (Course)
IDENTIFIERS- *Mock Trials

This interactive curriculum has been developed to teach students about one of their most important rights as citizens, trial by jury. Knowledge about this right is critical since most of today's students will be called to serve on juries at some point in their lives. The curriculum's goal is to help students understand the history and value of their constitutional right to trial by jury. The week-long curriculum, for use in grades 5-9, contains a teacher's guide with complete lesson plans, a mock trial on videotape, and a CD-ROM trial simulation game. Each interactive lesson in the curriculum challenges students to apply critical thinking and decision-making skills as they experience and explore the roles of attorneys, judges, and jurors in the U.S. justice system. The curriculum begins with five classroom lessons which involve students in such varied hands-on activities as a group decision-making game developed by NASA, a trial by ordeal, a trial by combat, and a video trial of "Gold E. Locks and the Three Bears." Each lesson ends with an individual assignment designed to reinforce what students have learned and to assist teachers in assessing students' understanding of key concepts. The culminating activity in the curriculum is a multimedia computer game called "Make Your Case" in which students match wits as opposing attorneys in a simulated movie-like trial. Members of the legal community should be encouraged to visit the classroom, and the teacher's guide includes suggestions and guidelines designed to help volunteers make their visit an integral part of the curriculum. (BT)

ED 441 711 SO 031 304

C-SPAN in the Classroom. Educators' Guide.
PUB DATE- 99
NOTE- 25p.; Colored photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Critical Viewing; *Mass Media Use; *Political Issues; *Programming (Broadcast); *Public Affairs Education; Public Service; Secondary Education; Social Studies; Teaching Guides; *Television Viewing
IDENTIFIERS- *C SPAN

This guide offers an overview of C-SPAN's programming and its outreach to educators. The guide is designed to support teachers and to offer ideas, resources, information, and special projects. Throughout the guide, detailed applications or "best practices" for using C-SPAN in the classroom are included. There are guides based on C-SPAN and C-SPAN2 programs, such as "Washington Journal" and "Book TV." Strategies for assigning C-SPAN as homework and using it live on a daily basis are included. C-SPAN was created in 1979 as a commercial-free and unedited public service to provide live, thorough coverage of the U.S. House of Representatives; C-SPAN2 was created in 1986 to provide live, thorough coverage of the U.S. Senate. Both C-SPAN and C-SPAN2 offer additional programming on topics such as books, history, and politics. Listed are other teacher guides, a C-SPAN Web site, and across the curriculum teaching opportunities. (BT)

ED 441 712 SO 031 310

as an indicator of a humanistic educational approach. However, art teachers and students live in an increasingly complex world, so the work against violence is increasingly complicated. The arts can give teachers insights into student thinking. However, Smith claims that art teachers are often not attentive to imagery and argues that they must turn their attention to the content of student artwork in order to become more aware of student attitudes toward violence. Schools tend to be places where some violent acts are ritualized and thus become sites of violentization. Art teachers, especially at the secondary level, should design lessons that explore the theme of violence using art as a means to explore students' thoughts and to counsel students toward a more peaceful world view. (KC)

ED 441 733 SO 031 780

Stokrocki, Mary
Integrating a Middle School Art Course with an Anthropological Theme.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anthropology; Architecture; *Art Education; Middle School Students; Middle Schools
IDENTIFIERS- Arizona

This case study outlines the program that a teacher developed to integrate a course entitled "Southwest Cultures through Art" for middle school students around an anthropological theme. The course featured units on collage, petroglyphs, and pottery but mostly vernacular architecture. The case starts with a description of the context and participants, an overview of the course, and instructional content in action. A report of the architecture project, working problems, and an example of a student group final presentation is given. The study ends with teachers' and students' responses to the project and conclusions and suggestions for future development. (Author/KC)

ED 441 734 SO 031 781

Stokrocki, Mary; Buckpitt, Marcia
An Exploratory Study of Apache Middle School Students' Computer Animation.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; *Apache; *Art Education; Computer Attitudes; Computer Games; Computer Graphics; Indigenous Populations; *Middle School Students; Middle Schools; Participant Observation; Sex Differences; *Technology
IDENTIFIERS- Arizona; *White Mountain Apache (Tribe)

The paper describes a participant observation study of a 3 week summer art program for Apache middle school students on the White Mountain Reservation. Computer art skills, specifically animation using a menu-driven computer paint program, were the focus of the investigation. Because it was in the context of a summer program, instruction was laissez-faire on the whole. A number of themes and issues emerged, although conclusions are tentative since this is an exploratory study. One issue addressed is a traditional respect for land and animals versus an attraction to popular culture. Another issue is a lack of

The latest contribution to the content standards boom that began in the 1990s comes from the American Psychological Association (APA), which recently published "National Standards for the Teaching of High School Psychology." This Digest discusses: (1) the origin and purposes of the project to develop standards for high school psychology courses; (2) the presentation and organization of the standards (five domains exemplify the usual content areas of psychology: the Methods Domain, Biopsychological Domain, Cognitive Domain, Developmental Domain, and the Sociocultural Domain); (3) teaching for active learning of psychology (featuring design principles to promote student learning); and (4) resources for psychology teachers (including internet sites and information on how to obtain a copy of the "National Standards for the Teaching of High School Psychology"). (LB)

ED 441 755 SP 039 037

Keating, Pamela
Education Standards and Teacher Licensure: The State of States' Standard-Setting and Standards-Based Teacher Licensure Recommendations for Alaska.
PUB DATE- 99
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Accountability; *Educational Change; Educational Improvement; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; Preservice Teacher Education; *State Standards; Student Evaluation; *Teacher Certification; *Teacher Competencies; Teachers; Teaching Skills
IDENTIFIERS- *Alaska; Teacher Knowledge

This paper focuses on standards-based teacher licensure in Alaska. Section 1, "Introduction," examines the history of schooling in the United States, noting different periods of reform. Section 2, "School Reform Since 'A Nation at Risk,'" discusses how that report shifted the focus for reform. Section 3, "Education Standards," focuses on standards-setting in core subjects and standards-setting in the states. Section 4, "Assessment and Accountability," looks at how new student assessments were expected to be aligned with states' standards. Section 5, "Teaching," discusses teacher standards and assessments and presents implications for preparation, licensure, and professional development of teachers. Section 6, "Recommendations," stresses the importance of: knowing appropriate content and pedagogy; knowing public expectations for students' learning (state standards) and being sure that assessments capture what is important; and knowing the context of the work. (Contains approximately 1,000 references.) (SM)

ED 441 756 SP 039 075

Handbook for Educating on Adolescent Reproductive and Sexual Health. Book One, Understanding the Adolescents and Their Reproductive and Sexual Health: Guide to Better Educational Strategies and Book Two, Strategies and Materials on Adolescent Reproductive and Sexual Health Education.
PUB DATE- 98
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

required by the school district (schools placed on probation in the district's reform efforts). All partnerships involved one university and part of the Chicago Public Schools. Researchers developed a structured Q Sample of 54 items based on a grounded theory of educational partnerships. The 34 participants were principals, assistant principals, teachers, and university partnership coordinators from 10 school-university partnerships. Data analysis identified four elements, with a fifth deserving attention: (1) being goal-oriented, with short-term focus; (2) having persistence/existence (survival of the partnership); (3) being dynamic and adaptable; (4) stressing important interactions (communication, hard work, and attention to group dynamics); and (5) using action planning to develop operational strategies and steps for solving problems and understanding each partner's corporate/institutional structure. Partners involved in schools on probation tended to cluster together with a goal-oriented, short-term focus. Two appendixes present the Q Stimulus Items and a PQMethod printout of factor characteristics, standard errors, and distinguishing statements for each factor and consensus statements. (Contains 29 references.) (SM)

ED 441 775 SP 039 231

Ackley, Blaine C.; Campbell, Travis C.
Judicious Discipline: A Case Study of a Student Teacher.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Classroom Techniques; *Democracy; Democratic Values; *Discipline; High School Students; High Schools; Higher Education; Participative Decision Making; Preservice Teacher Education; Secondary Education; Student Behavior; Student Participation; *Student Teachers; Teacher Student Relationship
IDENTIFIERS- *Judicious Discipline; University of Portland OR

This study examined the effects of using the Judicious Discipline (JD) program in one student teacher's classroom. The student teacher administered anonymous student surveys on discipline to his high school social studies class. He then introduced and discussed freedom, justice, and equality with his students and examined the concepts of rights and responsibilities in relation to the U.S. Constitution and Bill of Rights. Students learned about the delicate balance between individual rights and the needs of the community. They were introduced to the concept of compelling state interests, which involves placing limits on students' individual rights. Students were presented with school discipline cases and asked to brainstorm consequences that would result from breaking certain rules. This culminated with the class creating its own discipline rules, integrating the previously learned Constitutional concepts and language. The student teacher then readministered the survey. Comparison of data from the two surveys indicated that for student teachers who are committed, comfortable, and confident with the concept, JD can enable students to become more comfortable in the classroom and accomplish greater academic gains than they might ordinarily make. Student perceptions moved from less to more autonomous. The survey instrument is appended. (Contains 26 references.) (SM)

Receptiveness and Resistance to Educational Change. Experiences of English Teachers in the 1990s.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Legislation; Elementary Secondary Education; *English Teachers; Foreign Countries; *National Curriculum; National Standards; *Resistance to Change; *Teacher Attitudes; Teacher Role; Teachers; Teaching Conditions
IDENTIFIERS- England

This study investigated English teachers' beliefs about how recent legislated changes had affected aspects of their working lives and the extent to which centrally determined objectives were already incorporated into schools' programs of development. Data were collected in the 1991-92 and 1995-96 school years. In the first phase, interviews with English teachers asked about their responses to the 1988 Education Reform Act of England, which introduced national standards, standardized testing and assessment, changes in budgetary control, and new structures for school governance. In the second study phase, teachers from several other countries were interviewed about characteristics and antecedents of the nominated change and the impact of the change on their work lives. Data analysis indicate that many teachers complied overtly with change requirements while reserving the right to maintain freedom of thought and action when possible. The educational changes that most affected teachers' work over time were those related to curriculum and pedagogy, which caused a great deal of anxiety and confusion. When compared with teachers from other countries, English teachers were overwhelmingly positive about change. Few considered themselves resisters. The impact of change was greatest on the working lives of older teachers. (Contains 3 tables, 2 figures, and 11 references.) (SM)

ED 441 795 SP 039 253

Whitaker, Martha L.
Revisiting the Work of Caring: Analyzing, Adjusting, and Abstaining.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers; *Females; Higher Education; Preservice Teacher Education; Sex Differences; *Student Teacher Attitudes; Student Teachers; Student Teaching
IDENTIFIERS- *Caring

This paper describes a study that examined caring as it occurred in both the private and public endeavors of mothers who were studying to become elementary teachers. The study involved interviews with 36 mother-students, informal conversations with 30 respondents, and observations in 30 student teaching

Achievement.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *American Indians; *Anglo Americans; Cultural Background; Longitudinal Studies; Middle Schools; Objectives; Self Esteem; *Student Motivation; Values
IDENTIFIERS- *Native Americans

The goals and values students hold, how these are related to school motivation and achievement, and how these goals develop and change over a period of years in the context of cultural background, family, society, and school was studied with Native American and Anglo American students from a middle and high school in Phoenix, Arizona. Participants were selected for this longitudinal study when they were in grades 7 and 8, and it was intended that they would be interviewed annually until they finished high school. Over 3 years, 48 first interviews, 26 second interviews, and 11 third interviews were conducted. The analyses of these interviews indicate that for Native American and Anglo American students alike, there are four needs that motivate them to strive for school success: (1) seeking excellence in one's work; (2) self-esteem; (3) affiliation; and (4) social concern. A number of the values and needs emphasized in the school setting, such as competition, group leadership, recognition, and rewards, are perceived to be relatively unimportant by these students. Many students did not have a clearly articulated sense of purpose for their schooling, and this lack should be addressed. (Contains 2 tables and 42 references.) (SLD)

ED 441 816 TM 030 850

Kopacsi, Rosemarie; Walker, Elaine M.
Multiple Voices and Mixed Methodologies To Support Comprehensive School Reform.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cooperation; *Educational Change; Elementary Secondary Education; *Evaluation Methods; Professional Development; *Program Evaluation; Public Schools; *Qualitative Research; *School Restructuring
IDENTIFIERS- *Mixed Method Evaluation; *Newark School System NJ

This paper illustrates several collaborative program evaluation models and designs used in Newark, New Jersey, public schools since a state takeover in 1995. As part of its comprehensive design for school reform, the school district developed collaborations with community partners to provide direct services to schools. Each evaluation combined varied data and mixed methods across the research process. Using qualitative and quantitative methods allows for multiple lenses and contributes to meaningful tracking of program implementation, exploration of program models, and validations of important

ED 441 837 TM 030 872

Everson, Howard T.; Weinstein, Claire E.; Laitusis, Vytas
Strategic Learning Abilities as a Predictor of Academic Achievement.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Academic Achievement; Factor Structure; *High School Students; High Schools; *Learning Strategies; *Prediction
IDENTIFIERS- Confirmatory Factor Analysis; Learning and Study Strategies Inventory; Preliminary Scholastic Aptitude Test

The importance of learning and study strategies in fostering academic achievement has generated a demand for assessing these behaviors. The Learning and Study Strategies Inventory-High School version (LASSI-HS) is one of the most popular of these assessment devices. This study analyzed the second order latent structure of the inventory, using a sample of 1,645 students, and tested it through a confirmatory factor analytic model. The hypothesized model of the LASSI-HS with three correlated factors and unique factor loadings demonstrated a good fit to the data. The resulting model of the LASSI-HS was subsequently used in a more complex model of academic success with the addition of an indicator of verbal and mathematics achievement as measured by the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) results and high school grade point average (GPA). The resulting model also indicated a good fit to the data with the LASSI-HS having a direct effect on GPA as well as a mediating effect through PSAT verbal achievement. The factor structure of the LASSI-HS and model of academic achievement also demonstrated invariance with respect to grade level. (Contains 2 figures, 7 tables, and 18 references.) (Author/SLD)

ED 441 838 TM 030 873

Garcia, Paul A.
Increasing the Rigor of Evaluation Studies of Programs for English Learner Students.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); *Evaluation Methods; Evaluation Problems; Limited English Speaking; *Program Evaluation; Program Implementation; *Qualitative Research; Secondary Education; *Secondary School Students; Urban Schools

This paper outlines important considerations for program evaluators and school administrators when creating evaluation designs, disaggregating student outcome data, and interpreting and reporting achievement data for improved program implementation and informed classroom instruction to ensure treatment of English Learner (EL) students. Evaluation data from a large urban school district serving more than 25,000 EL

Adcock, Eugene P.; Phillips, Gary W.
Accountability Evaluation of Magnet School Programs: A Value-Added Model Approach.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Academic Achievement; *Accountability; Elementary Education; *Elementary School Students; Evaluation Methods; *Magnet Schools; Program Evaluation; Selection
IDENTIFIERS- Hierarchical Linear Modeling; *Prince Georges County Public Schools MD; *Value Added Model

School district accountability efforts have been challenged to develop procedures that determine the effects of their programs on student achievement within the typical implementation setting (i.e., nonrandom student assignment to nested school within program placements). Disentangling program effects from contextual and participant factors involves strategic considerations for data, design, and analysis. This paper presents an application of a two-level student-program hierarchical linear modeling (HLM) procedure to examine value-added effects of the Prince George's County, Maryland, Magnet School Programs at improving student academic performance. Examples of data handling and preparation for multilevel analysis are provided. Results from this study were primary considerations in the district superintendent's decisions regarding the expansion, continuation, and elimination of particular magnet school programs. The main findings in the study were: (1) overall, elementary students in magnet programs perform better than nonmagnet students; (2) this outcome is largely due to the fact that more able students are self-selected for the magnet program; and (3) when student ability is accounted for in the evaluation design, students in magnet school programs do not perform as well as students in nonmagnet programs. This last finding was further confirmed using unadjusted data in which talented and gifted (TAG) students in magnet programs did not perform as well as TAG students in nonmagnet schools. Appendixes contain tables of target data and program variables and a discussion of the statistical underpinnings of the HLM models used. (Contains 4 figures and 10 references.) (Author/SLD)

ED 441 858 TM 030 893

Donald, Janet G.
Indicators of Success: From Concepts to Classrooms.
SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Also funded by the Quebec Fonds pour la Formation de Chercheurs et l'Aide a la Recherche.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Educational Research; Foreign Countries; Higher Education; *Learning; *Professional Development; Research Methodology; *Success; *Teacher Education

Descriptions) (141)
DESCRIPTORS- *Acculturation; Asian Americans; Cultural Awareness; Cultural Differences; *Educational Attainment; *Elementary Secondary Education; *Immigrants; *Laotians; Refugees; Urban Problems

This book explores what it means to be a new American through the history of a refugee from Laos, Shou Cha, a community liaison for an elementary school. The experiences of Shou Cha, evangelical preacher, community leader, and father, show the historical and sociological contexts that have shaped his life. These contexts include the history of immigrant education policies. The chapters are: (1) "On Being and Becoming American"; (2) "Visions of America: Narratives of Immigrants, School, and Society"; (3) "A River in the Mountains"; (4) "The Word"; (5) "Generations"; (6) "Making Peace"; (7) "Resourcefulness, Relationship, Respect: Learning from a Life"; (8) "From One Life to Many: Rediscovering America through Autobiography"; and (9) "Epilogue: Research as an Opening." An appendix contains a discussion of "Narrative Inquiry and the Life History of a New American." (Contains 232 references.) (SLD)

ED 441 879 UD 033 466

Wasserman, Gail A.; Miller, Laurie S.; Cothern, Lynn
Prevention of Serious and Violent Juvenile Offending. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 17p.; Based on Chapter 10, "The Prevention of Serious and Violent Juvenile Offending," by Gail A. Wasserman and Laurie S. Millter (1998), in "Serious and Violent Juvenile Offenders: Risk Factors and Successful Interventions," edited by Rolf Loeber and David P. Farrington. Gail A. Wasserman and Laurie S. Miller (1998), Thousand Oaks, CA: Sage Publications.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; *Delinquency; Elementary Secondary Education; *Intervention; Preschool Education; *Prevention; Program Descriptions; Program Development; *Violence; Young Adults

This bulletin explores the proximal risk factors for juvenile offending, reviews the early developmental precursors to violent offending, and summarizes approaches to prevention. It also discusses components of intervention programs, limitations of single-focus prevention, examples of multi systemic interventions, and limitations of prevention strategies. Among the child-focused components of prevention is academic skills enhancement. The most effective academic skills enhancement approaches are law-related moral education programs that educate youth about the role of law in society. Many academic programs target elementary or high school students who have already developed academic and behavioral problems. Basic skills education programs may be more effective with younger children. Classroom-focused components of intervention programs include academic skills enhancement, classroom contingency training, and the use of token economy approaches that reward good behavior. Programs for preschool and elementary school children and adolescents are described. (Contains 141 references.) (SLD)

ED 441 880 UD 033 483

NOTE- 10p.; Funding also provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; Child Neglect; *Child Welfare; Federal Legislation; *State Agencies; State Government
IDENTIFIERS- *Screening Procedures; State Policy; *Welfare Reform

This document discusses state child welfare screening policies and practices, presenting data from a 1997 survey that examined the nature of states' formal screening policies and number of initial allegations of child maltreatment that states screened out. Although all states screen these allegations before investigation, little is known about the number of referrals screened out or criteria for screening. Section 1 discusses screening in the context of federal welfare reform, explaining the value in monitoring changes in referrals. Section 2 examines the general flow of child maltreatment allegations. Section 3 discusses the mechanics of state screening processes, noting that few states have explicit guidelines delineating types of reports to screen out. Section 4 examines the percentage of initial allegations screened out. Survey data indicate that state child welfare agencies screened out and closed without investigation one-third of their initial referrals. Section 5 discusses changes in state screening policies. Section 6 examines the relationship between screening and substantiation rates. Section 7 discusses the benefits and risks of screening. While benefits, risks, and best practices for effective screening are still being debated, policymakers and researchers must include screening data in any assessment of changes in child welfare caseloads. (Contains 22 references.) (SM)

ED 441 899 UD 033 568

Leigh, Wilhelmina A.; Lindquist, Malinda A.
Women of Color Health Data Book: Adolescents to Seniors.
SPONS. AGENCY- Joint Center for Political and Economic Studies, Washington, DC.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; American Indians; Asian Americans; Blacks; Cultural Differences; *Cultural Influences; Data Collection; Ethnicity; *Females; *Health Behavior; Health Insurance; Health Promotion; Hispanic Americans; Life Style; Mortality Rate; Older Adults; Physicians; Prevention; Racial Differences; Socioeconomic Status
IDENTIFIERS- Access to Health Care; African Americans; Life Expectancy; Morbidity; Native Americans; Risk Assessment; Risk Reduction; Risk Taking Behavior

This publication recognizes the importance of women's health, and more specifically, the role of culture, ethnicity, race, socioeconomic background, geographic location, and other social and economic factors in contributing to health status. After a section that highlights important issues, section 1, "Factors Affecting the Health of Women of Color," discusses "Ethnic and Racial Heritage," "Native Americans," "Hispanics," "Black Americans," "Asian Americans," "Adolescent Females of Color," and "Elderly Women of Color." Section 2, "Health Assessment of Women of Color," focuses on "Life Expectancy," "Self-Reported Health Ratings," "Major Causes of Death," "Other Causes of should fight for real policy changes instead of symbolism that reinforces the status quo. An appendix outlines key additions to and differences between the House and Senate Title I bills. (SLD)

ED 441 919 UD 033 591

Basterra, Maria del Rosario, Ed.
Excellence and Equity for Language Minority Students: Critical Issues and Promising Practices.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Cultural Differences; Diversity (Student); *Educational Change; Elementary Secondary Education; English (Second Language); *Equal Education; *Excellence in Education; *Language Minorities; Models
IDENTIFIERS- Reform Efforts

The chapters in this collection provide the reader with a unified and systemic framework in which issues of excellence and equity are presented and discussed. The publication is structured to address critical issues and promising practices for linguistically and culturally diverse students in the areas of instruction, assessment, and parent involvement. The chapters are: (1) "School Reform in the Context of Linguistic and Cultural Diversity: Issues of Equity and Excellence" (Eugene Garcia); (2) "Attributes of Effective Schools and Classrooms for English Language Learners" (Diane August); (3) "Teaching beyond the Middle: Meeting the Needs of Underschooled and High-Achieving Immigrant Students" (JoAnn Crandall and Les Greenblatt); (4) "Focus on Assessment: Critical Issues Affecting the Educational Success of Language Minority Students" (Else Hamayan); (5) "Promising Practices for Language Minority Students: State and Local Perspectives" (Margo Gottlieb); (6) "Parental Involvement: The Need To Include Parents of Culturally and Linguistically Diverse Backgrounds" (Alberto Ochoa); and (7) "Building Effective Family/School Partnerships: Effective Practices in Arlington County Public Schools" (Theresa Bratt, Rosa Briceno, and Emma Violand-Sanchez). (Each chapter contains references.) (SLD)

ED 441 920 UD 033 593

Study of Local Agency Activities under the Title I, Part D, Program. Program Profiles 2000.
PUB DATE- 00
NOTE- 116p.; Study Director was Michael D. Tashjian.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Neglect; *Compensatory Education; Correctional Institutions; Dropouts; Educational Finance; Federal Aid; Financial Support; *High Risk Students; Profiles; Program Evaluation; *School Districts
IDENTIFIERS- *Elementary Secondary Education Act Title I

Part D of Title 1 of the Elementary and Secondary Education Act authorizes two programs specifically for children and youth who are neglected, delinquent, or at risk of dropping out of school. Subpart 1 provides financial assistance to programs for youth in state-operated institutions, and Subpart 2 provides financial assistance to support local education agency (LEA) serious violent crime, and three times as likely to be victims of assault. In most cases involving serious violent crime, juvenile victims know the perpetrator, who is a family member or an acquaintance. In 1996, child protection services received reports on more than 3 million maltreated children, and in 80% of these cases, the alleged perpetrator was the child's parent. Children with a history of maltreatment experience increased risk factors for delinquency. In addition, maltreatment and victimization can damage self-esteem, demolish families, and destroy futures. (Contains 16 figures and 5 tables.) (SLD)

ED 441 940   UD 033 616

Wardle, Francis
Counseling Multiracial/Multiethnic Children.
PUB DATE- 00
NOTE- 13p.; Paper presented at the New Millennium Mental Health Summit Conference (Columbus, OH, June 1-3, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Counselors; *Cultural Differences; Elementary Secondary Education; *Ethnicity; Models; *Multicultural Education; *Multiracial Persons; Racial Identification
IDENTIFIERS- *Multiracial Identity; United States

There are two central issues that must be addressed when counseling multiracial and multiethnic children in the United States. The first is that, although the United States is fixated on race, only single-race group membership is recognized. The second issue is that multiracial children growing up in the United States experience a variety of cues that tell them they do not belong and that tell them they are different. For this discussion, multiracial and multiethnic children are defined as those whose parents or grandparents crossed traditional racial and ethnic lines to have children. Among the models that describe the development of racial identity in multiracial and multiethnic children are: (1) M. P. P. Root's model (1990); (2) W. Poston's model; (3) J. Jacobs's model (1992); and (4) F. Wardle's ecological and developmental model (1992). Some specific guidelines are given for counselors working with multiracial and multiethnic youth. These center around recognition of the unique nature of each child. The most important goal of counseling multiracial youth is to increase their awareness of their total heritage and to enhance the dignity and respect given that heritage. (Contains 10 references and 6 resources.) (SLD)

ED 441 941   UD 033 618

Vandell, Deborah Lowe; Wolfe, Barbara
Child Care Quality: Does It Matter and Does It Need To Be Improved?
PUB DATE- 00
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Caregiver Child Relationship; Cost Effectiveness; *Day Care; Early Childhood Education; *Economic Factors; *Financial Support; Government Role; Intervention; Low Income Groups; *Policy Formation

planning menus, using food quality charts, providing safe food service, nutrition education, and sample menus. The handbook includes day care provider initial and renewal applications and agreements, requirements for provider record keeping, and sample and blank forms. A section on provider training delineates minimum training requirements. Forms for provider monitoring are included. (KB)

ED 441 590 PS 028 597

Fletcher, Richard, Ed.; Hartman, Deborah, Ed.; Browne, Rollo, Ed.
Leadership in Boys' Education: 16 Case Studies from Public and Private, Rural and Urban, Primary and Secondary Schools.
PUB DATE- 99
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Case Studies; Change Strategies; Conference Papers; Cultural Influences; *Educational Improvement; Educational Needs; Educational Quality; Elementary Secondary Education; Fathers; Foreign Countries; *Males; Private Schools; Program Descriptions; Public Schools; *Relevance (Education); Rural Education; School Community Relationship; School Support; Social Support Groups; Urban Education; Vocational Education
IDENTIFIERS- Australia; New Zealand

Concern about boys' education in Australia and New Zealand led to the Leadership in Boys' Education Conference in May 1999. This book contains edited conference presentations focusing on boys' educational needs. The book also presents case studies related to academic achievement, school structure, discipline and bullying, broadening boys' options, and building support. The chapters are: (1) "Leading Boy-Friendly Schools" (Steve Biddulph); (2) "Educating Boys, Emotional Literacy, and the Workplace" (Don Edgar); (3) "Leadership on the Ground" (Richard Fletcher); (4) "Aboriginal Cultural Programs and Interagency Co-Operation in Boys Strategies" (Jenni Griffiths); (5) "Pastoral Care at St. Ignatius' College, Riverview" (Peter Ireland); (6) "A Decade of Working Consistently at Boys' Education" (Fred Carosi); (7) "Role Models and School Support Structures for Rural Boys" (Helene Boyer); (8) "Empowering Boys" (Ian Lillico); (9) "Boys-Only English Classes at Cherrybrook Technology High" (Lyn Wendtman); (10) "The Boys Action Team as Part of Whole School Improvement" (Beverley Theobald); (11) "Crossing Gender Boundaries" (Chris Bonner); (12) "Changing the Football Culture" (John Craig, Tina Barnier, and Ian Beasley); (13) "Raising the Self-Esteem of Boys through Skill Development" (Bill Campbell); (14) "Engaging Fathers and the Whole Community in the Education of Rural Boys" (Cheryl Hallinan); (15) "The Role of the Principal in Facilitating Change in the Curriculum and School Culture" (James White); (16) "Individual Programs for Disaffected Boys" (John McKenna); (17) "School, Community, and Regional Support" (Shona McKinlay); (18) "Supporting Fathers To Be Good Fathers" (Andrew Mullins); and (19) "Fathers' Role in Quality Learning for Boys" (Phil Bretherton). (KB)

ED 441 591 PS 028 599

Roe, Diana
Young Children with Attention Difficulties--How Can We Help?
PUB DATE- 98
NOTE- 25p.; Theme issue. Published quarterly.

issues and desires some sort of collective effort in the search for solutions, the majority of adults are deeply invested in the personal and parental responsibility, self-sufficiency, and individualism of American philosophy. While the current national sentiment seems to be that children need help, the public asks: What are parents doing to solve the problem? The report concludes that focusing on particular themes may motivate the public to act in a concerted effort, including hailing back to the days when "communities worked for kids," invoking the new millennium, investing in prevention, and avoiding placing blame on politicians and barraging the public with urgent messages. (KB)

ED 441 609 PS 028 626

Denton, David R.
SREB States Lead the Way: Getting Children Ready for the First Grade. SREB Educational Benchmarks 2000 Series.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Benchmarking; Compensatory Education; Early Childhood Education; Early Experience; *Elementary School Students; Enrollment; High Risk Students; *Learning Readiness; *Preschool Children; *School Readiness
IDENTIFIERS- *Goals 2000; Project Head Start; Southern Regional Education Board

This report describes the progress that the 16 states in the Southern Regional Education Board (SREB) region have made in meeting the first of the Goals for Education 2000: that all children will be ready for first grade. The report describes SREB states' efforts in: (1) increasing the percentage of at-risk children served by prekindergarten and kindergarten programs; (2) providing programs and services to support preschool children and their families; (3) assessing all children's readiness before the beginning of first grade; (4) establishing programs in 100 percent of the districts to help children who are not ready for first grade; and (5) providing programs to meet children's needs for other types of care. Among the major findings are the following: The number of children served in state-funded prekindergarten programs increased from 80,000 children in 1989 to more than 400,000 children in 2000, more than the number served by Head Start. In seven SREB states, the number of children served by Head Start and state programs equals or exceeds the number of children in poverty. From 1989 to 2000, the number of SREB states requiring kindergarten increased from 5 to all 16. Every state has a reading initiative that helps schools identify first graders needing additional help. Thirteen SREB states have immunization rates equal to or higher than the national average. Every SREB state has a federally approved plan to reduce the number of children without health insurance. The report concludes by asserting that although much has been done to prepare children for school, many needs remain. (Contains 18 references.) (KB)

ED 441 610 PS 028 627

Conducting Market Rate Surveys: How Does Your State Rate?
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English

Establishing the Canon: Critical Discourse and Reflections; (3) New and Divergent Histories; (4) Historiographies: Surveys of the Field; and (5) History and the Chicano Movement. Following a preface, "The Fruitless Search for a Chicana/o Paradigm" (Dennis N. Valdes, Refugio I. Rochin), and "Introduction: Chicana/o History as a Social Movement" (Jose Cuello), the chapters are: (1) "Truth and Objectivity in Chicano History" (Rodolfo F. Acuna); (2) "Chicano Literary History: Origin and Development" (Luis Leal); (3) "Asymmetry" (Ramon Eduardo Ruiz); (4) "Chicano History: Paradigm Shifts and Shifting Boundaries" (Ramon A. Gutierrez); (5) "Region, Nation, and World-System: Perspectives on Midwestern Chicana/o History" (Dennis N. Valdes); (6) "State of the Discipline: Chicano History" (Louise Ano Nuevo Kerr); (7) "Citizen, Immigrant, and Foreign Wage Workers: The Chicana/o Labor Refrain in U.S. Labor Historiography" (Zaragosa Vargas); (8) "History and Anthropology: Conducting Chicano Research" (Martha Menchaca); (9) "Beyond Internal Colonialism: Class, Gender, and Culture as Challenges to Chicano Identity" (Maria E. Montoya); (10) "Making History: The Chicano Movement" (Lorena Oropeza); (11) "Ernesto Galarza Remembered: A Reflection on Graduate Studies in Chicano History" (Stephen J. Pitti); (12) "Reflections on the Growth of Chicana/o History" (Alberto Camarillo); (13) "A General Survey of Chicano/a Historiography" (Antonio Rios-Bustamante); and (14) "The Origins and History of the Chicano Movement" (Roberto Rodriguez). (Each chapter contains references.) (SV)

ED 441 628   RC 022 401

Reymer, Christina
Breathing New Life into Education for Life: A Reconceptualisation of Non-Formal Education with a Focus on the Melanesian Pacific.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Colonialism; *Education Work Relationship; Educational Policy; Feminization of Poverty; Foreign Countries; *Nonformal Education; *Pacific Islanders; *Quality of Life; Relevance (Education); *Role of Education; Rural Education; Sex Bias; Vocational Education
IDENTIFIERS- *Melanesia; Subsistence Lifestyle

Melanesian education systems generally reflect the biases of their former Western colonial masters in that formal education is regarded as a means of preparing for employment in a formal market economy. This bias is evident in resource allocation, with formal education getting the lion's share of education spending. Focusing on the market economy marginalizes indigenous culture and renders invisible the totality of nonmarket production, including subsistence production and care of family members, done primarily by women. Even nonformal education is biased toward the market sector. Most courses are oriented toward vocational skill development or income generation. Male students outnumber females by two to one, reflecting the reality that nonmarket production is women's work and not the primary focus of nonformal education. But

Reconceptualising Child Care in Rural Areas.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999). Funded by the Field Staff Resource Pool, Commonwealth Department of Health and Family Services, Victoria, Australia.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; Early Childhood Education; *Family Day Care; Family Needs; Federal Programs; Foreign Countries; Parent Attitudes; *Public Policy; Quality of Life; *Rural Areas; Rural Women; *Social Services; Social Support Groups; Stereotypes
IDENTIFIERS- *Access to Services; Australia (Victoria)

A study examining child care services in rural and remote areas conducted focus group interviews and distributed questionnaires to parents living in 15 towns in the Mallee region of Western Victoria (Australia). Barriers to accessing child care in rural areas included limited availability of formal services, costs, stereotypes associated with life in rural areas, and government cutbacks of funding for child care. Interviews also addressed the associated loss of social power for rural families, especially women, resulting from lack of child care services. Results dispelled several myths, including the notion that all rural individuals have access to networks of family and friends, and established that rural parents want child care for the same reasons as their urban counterparts: peer/social interaction and educational opportunities for their children, time out for themselves, and availability of emergency or occasional care when needed. Recommendations for enhancing rural child care services focus on increased government funding, petrol subsidies, a relaxation of some current health and safety regulations, incentives for mobile programs, expanding parents' awareness of services, the development of parent networks, and the enhancement of existing support systems. (Contains 16 references.) (TD)

ED 441 647 RC 022 453

What Works for Latino Youth. First Edition.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Preparation; *Community Programs; Early Childhood Education; Elementary Secondary Education; *Family Programs; *Hispanic American Students; Human Services; Leadership Training; *Mexican American Education; Migrant Education; Prevention; *Program Effectiveness; School Activities; *Youth Programs
IDENTIFIERS- *Latinos

The White House Initiative on Educational Excellence for Hispanic Americans works with the Congressional Hispanic Caucus, Hispanic-Serving Institutions, Latino community-based organizations, educators, and youth advisors to identify programs that work for Latino youth. This directory compiles the programs recommended to date and is a work in progress. Some programs were created specifically to serve young

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Calculus; College Freshmen; *Curriculum Development; Educational Technology; Engineering; Graphic Arts; Higher Education; *Integrated Curriculum; Learning Strategies; Physics; Problem Solving

This paper presents implementation details related to the freshman integrated curriculum at Texas A&M University. Specifically, the need for strong integration between physics, calculus, engineering problem solving, engineering design graphics, and English is emphasized. The paper presents a brief summary of the design and pilot implementation phases done under the Foundation Coalition Program. The paper also provides a description of the institutionalization and scale-up phases, which lead to the current freshman integrated curriculum at the College of Engineering. The need for active learning, teaming, and technology-enabled education as part of an integrated curriculum is also emphasized. These three pedagogical models improved the effectiveness of the integrated curriculum at the College of Engineering by providing environments conducive to integration. Assessment and evaluation results collected during the pilot phases under the Foundation Coalition are presented. (Author/CCM)

ED 441 668 SE 063 537

Van Eck, Richard
The Effect of Advisement and Competition on Transfer, Advisor Use, and Attitude toward Mathematics Using a Computer-Based Simulation Game.
PUB DATE- 00
NOTE- 114p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Computer Uses in Education; Educational Games; Grade 7; Grade 8; Mathematics Instruction; Middle Schools; *Simulation; *Student Attitudes; *Transfer of Training

This study looks at the roles that competition and context of advisement play in transfer, advisor use, attitude toward mathematics, and attitude toward instruction in a computer-based simulation game that required the use of mathematics skills. It is concluded that for transfer training, non-competitive simulation games might be the best choice, better at least than simulation games that include a time-pressure factor. Advisement appeared to be a good way to promote transfer and positive attitude toward mathematics and instruction, the latter two of which can indirectly promote future performance. (Contains 248 references.) (ASK)

ED 441 669 SE 063 539

Haug, Carolyn A.
Local Capacity and State Policies in Colorado: Obstacles to Standards-Based Mathematics Education Reform.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

resources. (Contains 45 references.) (ASK)

ED 441 690 SE 063 664

Chien, Cheng-Chih
Converting Equations and Graphs into Real Motion with Web-Based Interactive Activities.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000). Author's name on title page and inside the report varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Equations (Mathematics); *Graphs; Mathematics Activities; *Physics; Science Instruction; Symbols (Mathematics); Teaching Methods; *World Wide Web
IDENTIFIERS- *Representations (Mathematics)

The physics learning problem that students usually regard equations and other symbols in physics as algebraic exercises rather than representations of real world phenomena is commonly known. This article discusses how the Web-based interactive instructional materials were used to help students connect the symbolic world and the real world. The instructional design model and two examples of the learning activities are described. Implication type (large class discussion vs. small group learning), numerical problem solving ability, prior physics ability, and prior mathematics ability were analyzed while investigating student achievement in understanding the symbolic representations. The results show that students who scored higher on the symbolic understanding test also had higher scores on the numerical problem solving test. No significant differences were found on the symbolic understanding test for students with different prior physics and mathematics abilities as well as for students who received different implementation types. The reasons for these findings are discussed at the end of this article. (Author/ASK)

ED 441 691 SE 063 686

Owens, Kay, Ed.; Mousley, Judy, Ed.
Research in Mathematics Education in Australasia, 1996-1999.
PUB DATE- 00
NOTE- 386p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Algebra; *Educational Research; Educational Technology; Elementary Secondary Education; Foreign Countries; *Mathematics Education; Problem Solving; Sex Differences; Teacher Education; *Teaching Methods
IDENTIFIERS- *Australia

This volume presents different issues and views on research in mathematics education in Australia. Chapters include: (1) "An Introduction to This Review" (Kay Owens); (2) "Recent Research Monographs" (Kay Owens and editors of the monographs); (3) "Language Factors in Mathematics Education" (Nerida Ellerton, Ken Clements, and Philip Clarkson); (4) "Research in Problem Solving in Mathematics" (Steven Nisbet and Ian Putt); (5) "Technology-Assisted Mathematics Education" (Gary Asp and Barry McCrae); (6) "Research in Teaching and Learning Algebra"

Lynn, Laurence E., Jr.
Teaching and Learning with Cases: A Guidebook.
PUB DATE- 99
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Case Method (Teaching Technique); Classroom Techniques; Curriculum Development; Ethics; Higher Education; Interdisciplinary Approach; Legal Education (Professions); Policy Analysis; Public Administration; Teacher Education; Undergraduate Study; Workshops
IDENTIFIERS- *Case Approach (Writing)

Drawing on experiences from a range of fields, including public administration, policy analysis, law, teacher training, ethics, and undergraduate education, this book is intended to be a practical, process-oriented guide to teaching, writing, and learning with cases. The guide is organized into four parts: (1) "Teaching with Cases: Principles" (concerned with the different meanings of the term "case method" in various domains of teaching, with sources of resistance to case teaching, and with strategic issues teachers face in deciding what and how to teach); (2) "Teaching with Cases: Techniques" (concerned with the practice of case teaching ranging from the basics to the more advanced "tricks of the trade" practiced by experienced instructors; content could be covered in a case teaching workshop of three to five days in length); (3) "Curriculum Planning" (describes the types of cases available and provides guidelines for selecting appropriate cases to use for teaching); (4) "Case Writing" (approaches case writing as the subject might be handled in a case writing workshop designed to produce usable new cases). An appendix contains a teaching case, a teaching note, and a case analysis. References include a selected bibliography of case teaching and case learning guides and literature, case catalogs, and on-line resources. (BT)

ED 441 713 SO 031 337

Nevada Academic Standards in the Social Studies: Civics.
PUB DATE- 99
NOTE- 80p.; For other Nevada Academic Standards in the Social Studies, see SO 031 338-340. For most current version, see Nevada State Department of Education Web site.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; Citizenship; *Citizenship Education; *Civics; *Democracy; Elementary Secondary Education; Public Schools; *Social Studies; *State Standards; Student Educational Objectives; United States Government (Course)
IDENTIFIERS- *Nevada; Student Performance Models

Nevada's academic standards for civics education are predicated on the idea that, to support and benefit from a diverse democratic society, a student must have a fundamental understanding of civic life, politics, and government. When instruction is closely focused on Nevada's civics standards, students gain an understanding of these broad spheres. Nevada's standards primarily represent three themes: (1) civic foundations, including the founding of the national government, time and serious attitudes toward art which resulted in a tension between computer play versus computer thinking. A third issue is lack of invention; students seemed resistant to creating their own artwork. Younger students seemed less reliant on such tricks, and there was evidence of more accomplished results from younger students than older ones. Gender and social differences arose, such as boys trying more advanced effects but with less perseverance than girls. Themes of nature versus free drawing seemed to contradict Gardner's "free drawing" theory and support Wilson's assertion that cultural environment has an effect on content. The most significant theme that emerged is that Apache students create stories as life-affirming relationships instead of emphasizing on plot development and intense activity. The paper closes with recommendations about a more hands-on instructional approach to teaching computer animation, a call for more research on teaching computer animation, and greater use of computer programs among minority populations. (Contains 33 references.) (KC)

ED 441 735   SO 031 782

Stokrocki, Mary; Coutinho, Regina
Sociocultural Influences and Issues in an Art Class for Brazilian Preservice Teachers.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Connected Discourse; *Critical Thinking; Cross Cultural Studies; Elementary Education; Foreign Countries; High School Students; High Schools; *Social Theories; Speech Acts; *Teacher Education
IDENTIFIERS- Brazil (Sao Paulo); Freire (Paulo)

This paper looks at how a Brazilian educator implemented Paolo Freire's notion of critical pedagogy. The study describes Brazil's historical background, previous educational conditions, Freire's educational ideas translated into art education, and preservice education. Through participant observation, the study documents the practice of an art educator with 16 years of experience. The study examines instructional content, cultural influences, and issues in one high school art class that consisted of 31 girls who ranged in age from 15 to 18 with mixed racial backgrounds (African, German, Portuguese, and Indio). In this class, the art educator trains preservice teachers to use art and institutional resources with elementary children. The study concludes that little critical pedagogy occurred in the class even though the teacher was familiar with Freire. Evolving classroom issues are conflicting standards of beauty, historical confusion, omission of biracial artists, and stereotyped and appropriated images. The study offers practical implications for preservice teacher education in liberatory pedagogy. (Contains 29 references.) (KC)

ED 441 736   SO 031 784

Neal, Anne D.; Martin, Jerry L.; Moses, Mashad
Losing America's Memory: Historical Illiteracy in the 21st Century.
PUB DATE- 00
NOTE- 32p.; With support from the W. H. Brady Foundation, the William and Karen Tell Foundation, Robert and Marilyn Kurtz, David Blank, and the Malcolm Fraser Foundation.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Abortions; Acquired Immune Deficiency Syndrome; *Adolescent Development; Adolescents; *Comprehensive School Health Education; Contraception; Curriculum Development; Foreign Countries; Pregnancy; Reproduction (Biology); Secondary Education; Secondary School Students; *Sex Education; Sexual Abuse; *Sexuality; Violence
IDENTIFIERS- Sexually Transmitted Diseases

This two-part handbook presents information on educating adolescents about reproductive and sexual health issues. "Book One, Understanding the Adolescents and Their Reproductive and Sexual Health: Guide to Better Educational Strategies" focuses on the demographic profile of adolescents as well as their fertility, sexual behavior, incidence of sexually transmitted diseases, HIV/AIDS, teen pregnancy, and abortion. It analyzes factors and problems associated with adolescent reproductive and sexual health and the causes of unhealthy development. Recommendations are provided to address various issues and concerns about adolescent reproductive health. "Book Two, Strategies and Materials on Adolescent Reproductive and Sexual Health Education" provides actual strategies, techniques, and guidelines for integrating content on adolescent reproductive and sexual health into the curriculum. It offers a comprehensive analysis of the gaps and problems in introducing reproduction and sexuality issues into the curriculum, responses of various countries, and the need for carrying out a more systematic program of education. This volume also defines what a reproductive and sexual health education program should cover, strategies that can be used to introduce an educational program on the subject, and elements to consider in formulating the curriculum. (Both volumes contain approximately 90 references.) (SM)

ED 441 757 SP 039 131

Richards, Janet C.
Infusing Diversity in Teacher Education: A Blossoming Grass Roots Movement in South Mississippi.
PUB DATE- 99
NOTE- 10p.; Produced with Nancy B. Masztal, Teresa Callahan, Shirley Bowles, Eric Luce, and Sara Jackson.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consciousness Raising; Cultural Awareness; *Cultural Pluralism; Disabilities; *Diversity (Faculty); Elementary Secondary Education; Higher Education; Minority Groups; Multicultural Education; *Preservice Teacher Education; Student Teacher Attitudes
IDENTIFIERS- University of Southern Mississippi

This paper describes a teacher education program at the University of Southern Mississippi, Long Beach designed to prepare future teachers for diversity so they can successfully meet the challenges of educating all students in the 21st century. The program provides significant and varied opportunities for education majors to develop appreciation for diversity, cultural pluralism, and social equality through alternative experiences that will help them build meaningful relationships between curriculum and life. Students engage in experiences that familiarize them with diverse cultures in the

ED 441 776 SP 039 232

Bakari, Rosenna
Infusing Multiculturalism into Educational Psychology: Influence on Preservice Teachers' Attitudes toward Teaching African American Students.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Cultural Awareness; Educational Psychology; Elementary Secondary Education; Fused Curriculum; Higher Education; *Multicultural Education; Preservice Teacher Education; *Racial Attitudes; *Student Teacher Attitudes; Student Teachers
IDENTIFIERS- *African Americans

The purpose of this pilot study was to investigate the influence that multicultural infusion would have on preservice teachers in an educational psychology course. Eight educational psychology classes at the same university participated in research to assess preservice teachers' attitudes toward teaching African American students. All classes were taught by teaching assistants. One class was geared toward infusing multiculturalism into the course. Five additional classes were taught by teaching assistants who were participating in a collaborative project to support student-centered teaching. Two of the teaching assistants did not participate in the collaborative project. The Teaching African American Students Survey was administered the last 2 weeks of the semester by the course instructors. Participants within the class that was exposed to multicultural infusion obtained the highest scores on the Teaching African American Students Survey subscales. An ANOVA (alpha=.05) was conducted to determine if the mean scores on the two subscales were statistically different for the classes. Results revealed that differences in scores on the willingness subscale were not statistically significant. However, differences on the cultural sensitivity subscale were statistically significant. (Contains 13 references.) (Author/SM)

ED 441 777 SP 039 234

Sumison, Jennifer
Motivations for the Career Choice of Preservice Teachers in New South Wales, Australia and Ontario, Canada.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Educational Change; Elementary Education; Foreign Countries; Higher Education; Preservice Teacher Education; Preservice Teachers; *Student Motivation; *Teaching (Occupation)
IDENTIFIERS- Australia (New South Wales); Ontario

This study investigated and compared the reasons given by 40 preservice teachers in New South Wales (NSW), Australia, and classrooms, and 5 observations of university classrooms. Some interviews included family members. Interviews examined the realities of respondents' daily lives. Results indicate that there was a conflict between perceptions of the compatibility of mothering and teaching and the overwhelming dual workload generated as the mother-students shouldered the responsibilities of caring at home and going to school. Respondents revealed the level of organizational effort required to keep their private sphere responsibilities flowing. Both parenting and teaching required high levels of energy. Exhaustion was a hallmark of their experiences. Respondents' responsibilities in the home were more easily adjusted than responsibilities in the public sphere, though they still handled the bulk of domestic responsibilities at home and were ambivalent in working to share the job of caring at home with their husbands. They negotiated very little at school to adjust their workloads. (Contains 44 references.) (SM)

ED 441 796 SP 039 254

Diehl, Christine L.; Harris, Jerilyn; Barrios, David; O'Connor, Heather; Fong, Jennifer
Teachers Training Teachers: Four Perspectives on an Innovative Mentoring Program for Intern Science Teachers.
SPONS. AGENCY- Arthur Vining Davis Foundations, Miami, FL.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Also supported by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *College School Cooperation; Graduate Study; Higher Education; *Mentors; Partnerships in Education; Program Development; Program Evaluation; *Science Teachers; Secondary Education; Teacher Collaboration; *Teacher Interns; *Teacher Role; Urban Schools
IDENTIFIERS- San Francisco Unified School District CA; University of California Berkeley

The Graduate School of Education (GSE) at the University of California at Berkeley (UCB), the San Francisco Unified School District (SFUSD), and the Lawrence Berkeley National Laboratory (LBNL) have collaborated to pilot an on-site training and mentoring program for intern science teachers. Exit interviews suggest that its innovative mentoring structure and other elements could improve the quality of science teaching and the quantity of prepared teachers in urban schools. This paper presents an overview of the "Scientist to Teacher" program development, including the rationale for partnerships to support teacher internship training and a description of the program's design principles and implementation. The paper reports on the intern teacher's role in the program and one first-year teacher's experiences. It also reports on the master practitioner's role in the program and one master teacher's experiences working in the program's design year and participating in a summer internship at LBNL. Finally, the paper highlights the roles and responsibilities of the lead teacher in the program. (Contains 10 references.) (Author/SM)

ED 441 797 SP 039 255

program outcomes. The research process in all studies involved multistage designs with formative and summative components, varied partnership participation and perspectives, and flexibility in planning. The programs evaluated are: (1) Principals' Leadership Institute, a professional development program for teachers; (2) Project Grad-Newark, a program focusing on academic success through whole school improvement; (3) New Beginnings Kindergarten Program, an effort to restructure kindergartens; (4) School Based Health Care Clinics; and (5) 21st Century Community Learning Centers, extended-day academic and enrichment programs. These evaluations show how exploratory and confirmatory investigations using multiple techniques can strengthen design, analysis, and inference, as well as improve conceptual clarity, flexibility, comprehensiveness, scientific rigor, and efficiency. One appendix contains diagrams of collaboration models, and the other contains examples of program evaluation products. (Contains 15 references.) (SLD)

ED 441 817   TM 030 851

Sutton, Leah A.
Vicarious Interaction: A Learning Theory for Computer-Mediated Communications.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Distance Education; *Interaction; *Learning
IDENTIFIERS- *Vicarious Participation

Prior research has identified four kinds of interaction that affect the learning process in distance education (D. Hillman, D. Willis, and C. Gunawardena, 1994; M. Moore, 1989). This paper defines, characterizes, and describes a fifth form of interaction of particular importance to certain learners, especially within the context of computer-mediated communication (CMC). This newly defined concept is referred to as "vicarious interaction." During a pilot study, students were identified as "direct interactors," "vicarious interactors," "actors," or "non-actors" (Sutton, 1999). Vicarious interactors are students who actively process the interactions of others. Within this framework the learning psychology associated with the process of vicarious interaction is comparatively analyzed. It is generally accepted that participatory interaction by students directly affects educational success; however, social and psychological characteristics of individual students often combine to inhibit their direct interaction. This paper presents the principle that direct interaction is not necessary for all students, and that those who observe and actively process interactions between others will benefit through the process of vicarious interaction. (Contains 46 references.) (Author/SLD)

ED 441 818   TM 030 852

Rollnick, Marissa; Lubben, Fred; Dlamini, Betty; Lotz, Sandra
The Effect of Instruction on Students' Ideas on Data Handling of

students are presented to increase understanding and rigor of problems in serving EL students. The discussion focuses on narrowing the limitations of norm-referenced tests through a multiple measures model, overcoming the misguided treatment of EL students as a homogeneous monolithic student population, and the increased value of qualitative research data for program evaluations. The use of a multiple measures model to determine student achievement links student assessments more closely to instruction and curriculum, narrows the limitations of tests, and ensures that EL students are held to the same standards as non-EL students. Surveys of 390 high school students and 882 middle school students demonstrated how EL students felt about their educational experiences. Surveys completed by 102 parents of students in a two-way bilingual immersion program provided qualitative information about parent responses to their children's instruction. (Contains 12 tables, 6 figures, and 13 references.) (SLD)

ED 441 839 TM 030 874

Jiang, Ying Hong; Smith, Philip L.
A Construct-Centered Generalizability Model: Analyzing Underlying Constructs of Cognitively Complex Performance Assessments.
PUB DATE- 00
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Tests; *Construct Validity; Elementary Education; *Elementary School Students; *Generalizability Theory; *Mathematical Models; *Performance Based Assessment; Reliability; Scoring

With a construct-centered reliability analytical approach the reliability analysis should crystallize the multi-traits or constructs that the test specialists developed to measure from student performance and then estimate the degree of fit between the theoretical expectations of test developers and the performance exhibited by students. This study attempts to provide an empirical example of a construct-centered reliability analysis using writing performance assessment data from a large urban school district. Writing assessments from 17,330 students in grades 3, 5, and 8 were used in the analysis. Scoring guides were developed, centering the constructs comprised of dimensions for raters to consider when scoring. Resampling was done by randomly selecting three of four percent of the students from the assessments before a generalizability study with a fully crossed two-facet design was conducted. A large proportion of variance was estimated due to the constructs of rhetorical effectiveness and conventions, as well as the interaction between constructs and raters. Variance due to rater facet was very small. An array of acceptable G coefficients across samples was obtained. It is suggested that high reliability or generalizability is achievable using a construct-centered reliability approach to identify construct relevant variances when there is a high degree of fit between the substantive expectations generated from the test specialists' understanding of the construct as realized by the measurement procedure and observation. (Contains 7 tables, 12 charts, and 10 references.) (SLD)

ED 441 840 TM 030 875

IDENTIFIERS- *Educational Indicators

This paper has three objectives: (1) to examine the context in which faculty developers operate; (2) to review 25-year program of research for the findings that are most pertinent to teacher developers; and (3) to situate research into teacher development and consider the strategies that might persuade others to conduct research into teacher development in postsecondary education. The paper begins with an investigation of the structure of knowledge in university courses and moved through studies of the expectations of learning held by professors and students in selected disciplines. The results of the program of investigations over the years fall into three nested categories. At the most general level are findings about methods and lines of convergence across institutions and disciplines. At a more specific level is the examination of student learning and the comparisons between different types of student experience. Nested within these areas is the study of effects of differences in learning contexts. From this body of research, certain indicators of success for faculty developers have been derived. These are: (1) appropriate content in a course; (2) whether or not students have learned to think in a new way; and (3) the extent to which students incorporate their learning from courses into their other studies and their lives as scholars. A second set of indicators revolves around clear expectations for students and strategies for learning. A third set of indicators is needed to guide the research of faculty developers, and to explain instructional goals and methods and the extent to which they can be transferred. (Contains 2 tables, 2 figures and 29 references.) (SLD).

ED 441 859 TM 030 895

Papanastasiou, Elena C.
Intelligence: Theories and Testing.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Environmental Influences; Genetics; Heredity; *Intelligence; Intelligence Tests; Nature Nurture Controversy; Performance Factors; *Test Use; *Theories

This paper reviews what is known about intelligence and the use of intelligence tests. Environmental and hereditary factors that affect performance on intelligence tests are reviewed, along with various theories that have been proposed about the basis of intelligence. Intelligence tests do not test intelligence per se but make inferences about a person's intelligence. Intelligence tests contain some measurement errors, and no single intelligence quotient (IQ) test or theory is uniformly accepted as the "best." It is suggested that the best way to test intelligence is to use a reliable battery of tests or combination of tests with many subcategories. These subcategories should reflect a wide range of abilities, processes, and contexts. In addition, the results of tests should be reported in a clear and analytical way. These reports should guide teachers and parents in helping each individual student in the most appropriate way. (Contains 3 figures, 3 tables, and 30 references.) (SLD)

ED 441 860 TM 030 896

Harris, Ronald A.
The School Attendance Demonstration Project: Impact Analysis

Boykin, A. Wade; Bailey, Caryn T.
The Role of Cultural Factors in School Relevant Cognitive Functioning: Synthesis of Findings on Cultural Contexts, Cultural Orientations, and Individual Differences. Report No. 42.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Black Culture; *Black Students; *Cognitive Processes; *Cultural Differences; Elementary Education; Low Income Groups; Motion; Performance Factors; Primary Education; Stimuli
IDENTIFIERS- African Americans; Communality

For many African American children from low-income backgrounds, cognitive performance can be enhanced in contexts thematically characterized by aspects of Afro-cultural ethos. This report presents and describes the results of six experimental studies (two studies on each) of three cultural themes of primary interest: movement, communalism, and verve. Samples for the studies were: (1) 128 African American and European American second graders (movement study); (2) 124 African American and European American second and fourth graders (movement study); (3) 96 African American fourth graders (communalism study); (4) 72 African American fifth graders (communalism study); (5) 43 African American third and fourth graders (verve and physical stimulation study); and (6) 192 low-income African American and European American third and sixth graders (verve and physical stimulation study). For each study, the paper reviews the research on previous studies, presents the analyses and results of the two studies devoted to that theme, and synthesizes and discusses the findings of the six investigations collectively. The results of this body of research were generally consistent with previous findings and add to the literature on African American children's learning and achievement performance in areas such as cognitive processing, comprehension of story and textbook material, creative problem solving and task engagement, academic-related task performance, experimental task performance, and motivation. (Contains 5 graphs, 13 tables, and 47 references.) (SLD)

ED 441 881 UD 033 539

Zedlewski, Sheila R.
Work Activity and Obstacles to Work among TANF Recipients. New Federalism: National Survey of America's Families. Series B, No. B-2. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 7p.; Funding also provided by the Stuart Foundation.

Death," "Behavior and Lifestyles," "Preventive Health Care Services," "Access to Health Insurance and Services," and "Morbidity and Mortality." Section 3, "Issues Related to Improving the Health of Women of Color," looks at "Data Collection Problems," "Research and Treatment Needs," "Facilities to Serve People of Color," and "The Need for Minority Physicians and Providers." (Each section contains references.) (SM)

ED 441 900 UD 033 569

Leigh, Wilhelmina A.; Lee, Deitra H.; Lindquist, Malinda A.
Soft Skills Training: An Annotated Guide to Selected Programs.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 87p.; For companion document on soft skills, see UD 033 570.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; Communication Skills; Interpersonal Competence; *Job Skills; *Job Training; Low Income Groups; Minority Groups; Secondary Education; Teamwork; Thinking Skills; *Vocational Education; Vocational Rehabilitation; Welfare Recipients; Work Ethic; Youth Employment

This guidebook presents data from a two-part study that reviewed existing literature on soft work skills, defined soft skills, and determined their importance to employers. The study also identified programs that were teaching those skills. Researchers contacted 90 organizations, asking for detailed written materials about themselves. The 53 that offered soft skills training are included in this report. The guide presents working definitions of four types of soft skills: thinking/cognitive skills, oral communication skills, personal qualities/work ethic, and interpersonal/teamwork skills. It lists each organization, offering information on the organization's nature and mission; the specific set of soft skills for which training is offered; and the characteristics of each training program (e.g., structure, length, and target population). The programs at a glance section offers abbreviated information in matrix form about all 53 programs. A program summaries section presents contact and location information, describes the program, and includes duration of training, amount of time per week, followup services, and stipend/wages for participants. A list of programs by subject, population, and state is included. (SM)

ED 441 901 UD 033 570

Conrad, Cecilia A.
Soft Skills and the Minority Work Force: A Guide for Informed Discussion.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 34p.; For companion document on soft skills, see UD 033 569.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Blacks; Communication Skills; Equal Opportunities (Jobs); Hispanic Americans; Interpersonal Competence; *Job Skills; Low Income Groups; *Minority Groups; Personnel Selection; Secondary Education; Teamwork; Thinking

programs involving collaboration with locally operated correctional facilities. In October 1996, a study was undertaken to provide descriptive information on LEA activities under the program through site visits to nine programs. This report summarizes the methodology used to study these programs and identifies some of the key issues and findings that emerged from the investigation of local programs. The nine programs varied widely with respect to purpose, grant amount, number of students served, and number of participating facilities or schools. All but one of the programs did provide some academic instruction in the detention environment. Local programs were much less likely to use program funds for the other two basic goals of the Part D program: dropout prevention in the regular schools; and formal transition services for youth returning from a detention facility. Formal transition or aftercare programs remained scarce. Individual site reports profile each of the programs studied. (SLD)

ED 441 921 UD 033 594

New York State Education Department and New York City Board of Education: Monitoring Improvement Efforts of Schools with Low Standardized Test Scores.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Low Achievement; *Program Effectiveness; Program Evaluation; *Urban Schools
IDENTIFIERS- *New York City Board of Education; New York State Education Department

Between 1990 and 1997, 159 schools in New York were classified as Schools under Registration Review (SURR), but by 1997 54 of these schools had improved enough to no longer be classified as SURR. Seven of the schools had reorganized or closed, and 98, 94 of which were in New York City, were still classified as SURR. An audit was conducted to determine whether the New York State Education Department and the New York City Board of Education had monitored the improvement efforts of these schools adequately. The audit included the examination of evidence recorded in accounting and operating records and the assessment of estimates, judgments, and decisions made by school management. Findings indicate that the Board and the Department did not always perform adequate analyses to determine the effectiveness of various consultant programs used by schools to improve performance on standardized tests. Improvement programs were not always effective, and some schools were able to improve their performance without the help of these costly programs. After completion of the audit, the New York Department of Education announced plans for a new information system to identify and track the academic performance of each student in the state. This report recommends that such a system contain the ability to correlate academic performance with improvement programs and resource allocations. Appendixes contain a list of major contributors to the report, the comments of state education department officials, and comments of officials from the New York City Board of Education. (SLD)

ED 441 922 UD 033 595

Educational Needs Assessment Report for the Pacific Region, 1997.

This report aims to provide an answer to the question of whether there is an economic justification for public intervention to improve the quality of nonparental child care, especially for lower income families. Evidence from large- and small-scale studies of the effects of child care on children's development is presented, and the economic rationale that emerges from that evidence is outlined. Nonparental child care is now the norm for young children in the United States, with nearly 60% of children 5 years or younger in child care on a daily basis. Taking into account both the gender of the child and family factors, researchers find that children appear happier, have closer and more secure attachments to caregivers, and perform better on standardized cognitive and language tests in settings with higher process quality. These are settings with developmentally appropriate activities and caretakers who are emotionally supportive and responsive to their needs. Longer-term associations between process quality and children's developmental outcomes have also been studied. One of these studies was the National Institute of Child Health and Human Development Study of Early Child Care, which found that process quality during the child's first 3 years was related to the preacademic skills of expressive language and receptive language at age 3. The same study found that child care was often only fair in quality, with only 11% of settings judged excellent. From the point of view of an economist, the clear evidence of market failure in the child care sector warrants a need for public-sector intervention. The benefits of high quality child care accrue not only to the child, but to other members of society, including all children in schools with children who attended day care, taxpayers, and citizens who gain through reduced crime and public assistance costs. (Contains 8 figures, 13 tables, and 134 references.) (SLD)

ED 441 942 UD 033 619

Ascher, Carol; Jacobowitz, Robin; McBride, Yolanda
Standards-Based Reform and the Charter School Movement in 1998-99: An Analysis of Four States. Final Report to the Edna McConnell Clark Foundation.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Accountability; *Charter Schools; *Educational Change; Elementary Secondary Education; Equal Education; Professional Development; Public Schools; *Racial Composition; *State Programs
IDENTIFIERS- California; Louisiana; Massachusetts; Texas

The Institute for Education and Social Policy assessed the relationship between standards-based reform and the charter school movement in four states: Texas, Massachusetts, California, and Louisiana. These states were selected because they are the focus of other projects sponsored by the Edna McConnell Clark Foundation and because, as a group, they offer interesting variations in the status of standards-based reform. Site visits were made to nine schools, two in three states, and three in California. Researchers held interviews with 13 administrators, 24 teachers, and many students, and conducted 14 teacher and parent focus groups. Sites visits were supplemented by document collection and telephone interviews with state education officials and interviews with state charter resource staff. The charters of schools in this sample

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Control; *Attention Deficit Disorders; Behavior Disorders; *Behavior Modification; Behavior Patterns; Caregiver Child Relationship; Child Behavior; Early Childhood Education; Foreign Countries; *Hyperactivity; Parent Child Relationship; Problem Children; Teacher Student Relationship; *Young Children
IDENTIFIERS- Australia; *Behavior Management

This issue of the Australian Early Childhood Association Research in Practice Series focuses on attention difficulties in young children and is directed to parents, child caregivers, and others interested in the care and education of young children. The booklet describes behaviors and characteristics common in children with attention difficulties, identifies differences between an active and a hyperactive child, delineates characteristics of attention difficulties, and discusses attention deficit hyperactivity disorder and its diagnosis. The booklet also outlines strategies that adults can use to help children with attention difficulties to manage their world, including giving simple, clear instructions, offering clear routines and structure, setting clear rules, and giving children time to complete requests. The booklet also explains ineffective strategies for managing behavior and provides suggestions for parents, caregivers, and teachers to enhance the social skills and self-esteem of young children with attention difficulties. The booklet concludes with suggestions for additional assistance for children for whom behavior management strategies are not enough. (Contains 18 references.) (KB)

ED 441 592 PS 028 600

Palmer, Annie
Young Children with Additional Needs.
PUB DATE- 98
NOTE- 25p.; Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Child Caregivers; Developmental Delays; *Disabilities; Early Childhood Education; Foreign Countries; *Special Needs Students; Teacher Role; Teacher Student Relationship; *Young Children
IDENTIFIERS- Australia

This issue of the Australian Early Childhood Association Research in Practice Series focuses on young children with special or additional needs and provides information on care and education for these children in early childhood settings in Australia. The booklet discusses the use of the term "additional needs" and the value of respecting racial and cultural diversity while avoiding stereotypes. Two case studies are presented to illustrate how additional needs are recognized. The booklet discusses various types of physical and intellectual disabilities, sensory impairments, emotional problems,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; *Day Care; Early Childhood Education; *Research Methodology; Research Needs; Research Problems; *State Surveys; Surveys
IDENTIFIERS- *Child Care Costs; *Market Research

There is increasing concern among child care providers and states as to whether the methodology and data collection mechanisms of the various market rate surveys used by each state accurately capture the rates charged by child care providers. This paper examines issues related to market rate surveys as the customary method of determining appropriate public costs for child care. Section 1 of the paper explains how each of seven critical issues can influence market rate survey results: (1) defining the child care market; (2) establishing boundaries of the child care market; (3) identifying the child care providers in the market; (4) considering the bias associated with data collection methods; (5) designing and implementing the market rate survey; (6) interpreting the market rate survey results; and (7) including special tiered or differential reimbursement rates. Where available, examples from states are provided to highlight the challenges faced in conducting a sound market rate survey. This section also includes critical questions for each issue that stakeholders should consider when developing market rate studies for the individual states. Section 2 presents a set of recommendations for further study. (KB)

ED 441 611 PS 028 629

Rochow, K. W. James; Rapuano, Maria
Childhood Lead Poisoning: Blueprint for Prevention.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.
PUB DATE- 93
NOTE- 37p.; For related documents on childhood lead poisoning, see PS 028 630-631.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Child Health; *Children; *Lead Poisoning; Legal Responsibility; *Prevention; Program Design; Risk Management; Special Health Problems

Current programs to deal with childhood lead poisoning, the primary environmental disease of U.S. children, screen individual children, treat those with serious cases of lead poisoning, and subsequently return children to hazardous environments. This approach has led to repeated diagnoses of lead poisoning. This handbook is designed to convince state and local decisionmakers to develop, fund, and sustain childhood lead poisoning prevention programs. The first of a 3-volume set intended to provide a framework to catalyze action to develop effective childhood lead poisoning prevention programs, the handbook describes pathways of lead exposure and its effects on children, presents myths versus facts with regard to childhood lead poisoning, and discusses the liability of states and cities with regard to lead poisoning. The handbook also sets forth the compelling arguments why it is in everyone's interest to move to preventive programs, including the protection of generations of children and improvement of the quality of life and productivity of the individual child. The handbook then outlines seven elements of an effective prevention program: (1) assessing the childhood lead poisoning prevention problem in

Melanesian policymakers and practitioners are working to forge a nonformal education system that better meets the needs of their rural majority. All the Melanesian states are developing qualifications frameworks that seek to integrate vocational training and rural skills development into a unitary structure, giving legitimacy to nonformal education. Recognition by Western development agencies of the importance of nonmarket production and the role women play in this work will facilitate recognition of nonformal education as integral to improving the quality of life as well as economic development. A review of nonformal education in Papua New Guinea, Solomon Islands, Vanuatu, and Fiji discusses rural dependence on subsistence activities, school enrollment, literacy, vocational training, qualifications frameworks, women's programs, and the contributions of nongovernmental organizations. (Contains 46 references.) (TD)

ED 441 629 RC 022 402

Cocklin, Barry

A Journey of Transition: From Gumly Gumly Public to Secondary School.

PUB DATE- 99

NOTE- 12p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Community Involvement; *Educational Environment; Elementary Secondary Education; Followup Studies; Foreign Countries; Rural Schools; School Attitudes; *School Culture; School Size; *Secondary School Students; *Student Attitudes; *Student Experience; *Teacher Student Relationship

IDENTIFIERS- Australia (New South Wales); *Learning Communities

Three Australian students who had moved from a small rural primary school to larger secondary schools were interviewed to examine how they experienced the transition. Although the larger environment at the secondary schools was a factor, the transition was not difficult with regard to social aspects, such as making new friends. The teaching and learning situation was significantly different, however. The students' primary school was a learning community characterized by a teaching and learning partnership of pupils, staff, parents, and community working, learning, and teaching together, in a dynamic interaction. At their secondary schools, these students reported something of a regression in relationships, as they were confronted with a teacher-as-teacher context, with control as the central component, in marked contrast to their experiences in primary school. The students felt that the nature of the teacher was central to the concept of a learning community and was more important than the size of the school. Ramifications for secondary schools are that learning communities can only develop when teachers, students, administrators, and communities are involved in an interactive process, and that teachers must re-examine their teaching practices and interactions to facilitate the learning community concept. (Contains 10 references.) (TD)

ED 441 630 RC 022 403

Barker, Bruce O.; Hall, Robert F.

Hispanics, while others have shown strong benefits to Latino youth while serving broader populations. Most of the programs presented are comprehensive programs that are based in community strengths and offer culturally and linguistically appropriate services. The 67 programs are listed alphabetically in five categories: early childhood and elementary programs, middle and high school programs, K-12 programs, multiservice agencies, and community and youth. Each entry contains contact information and brief descriptions of the program's mission, services offered, and evidence of effectiveness. (SV)

ED 441 648 RC 022 454

Bull, Steve; Sauter, Jerry; Harris, Kevan; Sumner, Bonnie; Jervis, Charles; Miller, Bob; Turner, Pat
From Shop to Shakespeare: Interdisciplinary Instruction at Auburn High School, Riner, Virginia.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Conference of the National High School Association (5th, Monterey, CA, November 12-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Construction (Process); *Cooperative Learning; *Cooperative Planning; *Curriculum Development; Facility Improvement; Gardens; High Schools; *Interdisciplinary Approach; *Secondary School Curriculum; Small Schools; Student Projects; Teacher Collaboration

This paper provides an overview of the interdisciplinary program at Auburn High School, a small high school in Riner, Virginia, and describes a recent schoolwide project to construct an Elizabethan gazebo and Shakespeare garden. To develop interdisciplinary units, the teachers begin by brainstorming ideas, looking for overlapping content. The next step is the more formal process of planning the unit, considering whether it will be thematic or process-oriented, how it fits into each teacher's area, and what resources are needed. Student assessment is also planned at this time, followed by the final stage of deciding specifics about timing and each teacher's role. The advantages of the interdisciplinary model include development of students' higher order thinking skills, enrichment of intergenerational connections, full inclusion of special education students, use of multiple modalities and intelligences, incorporation of several academic standards in one project, and fostering of cooperative learning among teachers and students. A typical interdisciplinary unit is described from the student's perspective. During 1998-99, the students planned and constructed a timber-frame Tudor-style gazebo and planted an Elizabethan "bowknot" garden around it. The project included English, history, science, carpentry and cabinet making, horticulture, and drafting classes. The completed structure and gardens will be used as an outdoor classroom and as a location for a Renaissance Faire, receptions, and ceremonies. Appendices include plans for the gazebo and garden and guidelines for interdisciplinary projects. (SV)

ED 441 649 RC 022 456

Abdul-Jabbar, Kareem; Singular, Stephen
A Season on the Reservation: My Sojourn with the White Mountain

2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Educational Change; *Educational Policy; Elementary Secondary Education; *Mathematics Education
IDENTIFIERS- *Colorado

This study is an investigation of the responses of four Colorado school districts to a set of standards-based education (SBE) policy instruments that originated from the National Council of Teachers of Mathematics (NCTM), the state of Colorado, and the federal government. The paper first describes Colorado standards-based mathematics reform policy which has three sources: (1) NCTM documents; (2) federal education policy; and (3) state education policy. Interviews, first-hand document collection, classroom observations, and observations of teacher training were the data collection methods used. Findings suggest that for SBE reform to significantly impact math classrooms, states and districts will need to provide more opportunities for teachers to understand NCTM's vision of SBE reform, additional time and quality professional development that allows teachers to make such fundamental changes, and assistance in alleviating other pressing problems, particularly in lower achieving, lower socio-economic districts. (Contains 57 references.) (ASK)

ED 441 670 SE 063 544

Merenluoto, Kaarina; Lehtinen, Erno
Do Theories of Conceptual Change Explain the Difficulties of Enlarging the Number Concept in Mathematics Learning?
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Calculus; *Concept Formation; Foreign Countries; Higher Education; Learning Processes; Learning Theories; *Mathematicians; Mathematics Education; *Number Concepts; Secondary Education
IDENTIFIERS- *Finland

This paper discusses the theories of conceptual change and how they explain the difficulties in mathematics learning, especially in enlarging the number concept. Two studies are presented, one of which examines the research questions: What is the role of prior knowledge in students' answers to questions about the density of rational and real numbers? and Do theories of conceptual change explain the difficulties students have in learning these concepts? Ten university professors of mathematics were interviewed about their personal learning histories as professional mathematicians, and were asked what they remembered about the initial learning of the real number concept and how they currently conceptualize the numbers system. The main result from the interviews was that most of the professors remembered that learning to understand the notion of real numbers was something unique, and it required them to move into a new kind of abstract thinking, free from the constraints of prior mathematical intuition. In the second study a number concept test was administered to 640

(Elizabeth Warren); (7) "Making Connections with Space and Measurement" (Tom Lowrie and Kay Owens); (8) "Early Arithmetical Learning and Teaching" (Alistair McIntosh and Shelley Dole); (9) "Undergraduate Mathematics Teaching and Learning" (Glenda Anthony, Ruth Hubbard, and Philip Swedosh); (10) "Issues in Mathematics Teacher Education" (Bob Perry, Beth Southwell, and Peter Howard); (11) "Gender and Mathematics: Changing Perspectives" (Helen Forgasz, Gilah Leder, and Colleen Vale); and (12) "The Politics of Mathematics Education 1996-1999" (John Horwood and Jan Thomas). Most sections contain references. (Includes an index.) (ASK)

ED 441 692   SE 063 771

Letts, William J., IV
Teaching Science/Learning Gender: Preservice Elementary Teachers Write about Science, Gender, and Identity.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Science; Higher Education; Metaphors; Preservice Teacher Education; *Preservice Teachers; Science Instruction; *Science Teachers; *Sex Differences; *Teacher Attitudes; Teaching Methods; Undergraduate Study

Using data collected from an undergraduate science methods class, this paper interrogates a variety of ways that preservice teachers construct their identities as both students of science and prospective teachers of science. Data sources included writings about an issue of "difference" in science class, a science autobiography, student-generated metaphors for teaching, a counternarrative to a personal experience, and a philosophy about teaching elementary school science. Drawing on these autobiographical writings about past experiences with science and the ways these inform visions of their future practice as teachers, this paper links the theoretical literature about science, gender, and schooling with the personal experiences of these students. Results from an analysis of the students' writings illustrate the incredible range of ways that school science was experienced in a gendered manner, and the ways in which these experiences shape these preservice teachers' orientations toward school science as they contemplate teaching. Their writings suggest the powerful effects that past science experiences have on their on-going construction of science teaching identities. Further, their writings recognize the complex ways in which the construct of schooling, gender, and science interact, hybridize, and experience synergy or attrition as they collide with one another. (Contains 42 references.) (Author/YDS)

ED 441 693   SE 063 786

Yore, Larry D.
Using Negotiated Criteria and Peer-Evaluation in Undergraduate Elementary School Science Education Programs.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

most notably the composition of the Constitution and its amendments; (2) political processes, including how government institutions function, the election of leaders, international relations, and the creation and application of laws; and (3) the rights and responsibilities of citizens in a democracy, including how citizens can participate and why it is important. Eight civics standards for students in grades K-4 and eight civics standards for students in grades 5-12 are outlined. For each of the eight standards, the performance level descriptors for grades 2, 3, 5, 8, and 12 are listed. (Included is a glossary of relevant terms.) (BT)

ED 441 714   SO 031 338

Nevada Academic Standards in the Social Studies: Geography.
PUB DATE- 99
NOTE- 90p.; For other Nevada Academic Standards for the Social Studies, see SO 031 337-340. For most current version, see Nevada State Department of Education Web site.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; Elementary Secondary Education; *Geography; *Geography Instruction; Public Schools; *Social Studies; *State Standards; Student Educational Objectives
IDENTIFIERS- *Nevada; Student Performance Models

Nevada's academic standards for geography explain that geography is a field of study that enables people to find answers to questions about the world around them, where things are, and how and why they got there. The aim of Nevada's geography standards is for students to graduate from Nevada schools with an understanding of the people, places, and environments on earth. The geography standards represent a consensus on what constitutes a world-class education in geography for all Nevada students. Nevada's standards evolved from the geography community's thinking about what constitutes appropriate and challenging content. The study of geography has practical value through the application of a spatial view to life situations. Six standards and off-grade indicators for grades K-4 and six standards for grades 5-12 are outlined. The standards also include benchmark geographic skills for each grade and present performance level descriptors for grades 2, 3, 5, 8, and 12. (Includes an extensive geography glossary.) (BT)

ED 441 715   SO 031 339

Nevada Academic Standards in the Social Studies: History.
PUB DATE- 99
NOTE- 106p.; For other Nevada Academic Standards in the Social Studies, see SO 031 337-340. For most current version, see Nevada State Department of Education Web site.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; Elementary Secondary Education; *History Instruction; Public Schools; *Social Studies; *State Standards; Student Educational Objectives; *United States History; *World History
IDENTIFIERS- *Nevada; Student Performance Models

Noting that knowledge of history is the precondition of political intelligence, Nevada's academic standards for history are intended to provide the framework for a comprehensive K-12 history education to prepare students for the responsibilities

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Seniors; *Cultural Literacy; Higher Education; *Knowledge Level; Student Surveys; *United States History

The importance of a shared memory appears to have lost its foothold in higher education. As the nation moves forward into the 21st century, future leaders are graduating with an alarming ignorance of their heritage--a kind of collective amnesia--and a profound historical illiteracy that bodes ill for the future of the republic. The American Council of Trustees and Alumni (ACTA) commissioned the Roper Center to survey college seniors from the nation's best colleges and universities (according to "U.S. News and World Report's" annual rankings). Questions were drawn from a basic high school curriculum. Four out of five or 81% of seniors from the top colleges/universities received a grade of D or F. To find out what the nation's top colleges/universities demand of students in U.S. history, ACTA conducted a study of graduation requirements at the same 55 colleges/universities already surveyed. Results showed that students can graduate from 100% of the top schools without taking a single course in U.S. history. What happens in higher education relates directly to what happens in K-12. Immediate steps must be taken to ensure that the memory of the nation and its remarkable past is passed on to the next generation. Actions to improve the current situation can be taken by colleges and universities, students and their families, alumni and donors, state and federal governments, and accrediting agencies. Survey data, containing 4 tables and 34 questions, as well as the list of colleges and universities, are appended. (BT)

ED 441 737 SO 031 796

Mills, Susan W.
The Role of Musical Intelligence in a Multiple Intelligences Focused Elementary School.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Evaluation Research; *Multiple Intelligences; *Music Education; Primary Education; *Student Evaluation
IDENTIFIERS- Florida (Central); Gardner (Howard)

The role of musical intelligence was investigated in grades K-3 at a central Florida elementary school. Teachers implemented the Theory of Multiple Intelligences (MI) of Howard Gardner in elementary curricula. The guiding question in this research was: What, if any, musical growth takes place as a result of a MI curriculum? The extent and quality of musical experiences, corresponding assessments, and comparison with representative schools from MI literature were examined through case study data collection methods. Only one assessment for musical growth and one assessment for musical ability was found in the MI literature. No such assessments were present in the school setting. Influences on the role of musical intelligence included perceptions about MI, music integration, musical growth, assessment of musical growth, and assessment in general. Political climate at the school and district also were cited as highly influential in determining the role of musical

United States; conduct self-analysis and self-reflection on personal biases; develop an awareness of personal heritage and culture; and cultivate expertise in meeting the needs of all students. This paper describes some of the program's courses, including Foundations of Multicultural Education; Reading and Language Arts Field-Based Methods Courses: A School-Family-University Literacy Project; and Psychology and Education of the Exceptional Individual. It also describes other activities, including the Toy Library and Technology Center, which serve children and youth with disabilities, and the National Dance Institute Residency, where racially and economically diverse students learn from master teachers of dance. Finally, the paper describes program evaluation and lessons learned. (SM)

ED 441 758 SP 039 214

Rickards, Tony; Fisher, Darrell
Three Perspectives on Perceptions of Teacher-Student Interaction: A Seed for Change in Science Teaching.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28-May 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Foreign Countries; *Interpersonal Competence; *Science Education; *Science Teachers; Secondary Education; Secondary School Science; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- Australia

The general trend in Australian teacher-student interpersonal behavior has been to report the student perceptions of science learning environments. The purpose of this study was to report teacher actual and ideal perceptions of the learning environment. In addition, science students' perceptions were compared to science teacher perceptions. Thirty-five schools completed the Questionnaire on Teacher Interaction (QTI), which gathered data on teacher and student perceptions of interpersonal communication patterns. A sample of 3,515 students from 164 secondary school science classes resulted. Statistical analyses previously have confirmed the reliability and validity of the QTI for secondary school science students. This study found that there were consistent differences between the actual and ideal perceptions of teachers and the student perceptions of the actual learning environment. For example, the teachers thought they demonstrated more leadership and helpful/friendly behavior than did their students. These differences serve as a useful and practical starting point for teachers to use in reflection on teaching practice. Furthermore, they may serve as a catalyst for improving the enjoyment and achievement of students in science classes. (Contains 27 references.) (Author/SM)

ED 441 759 SP 039 215

Wingfield, Mary; Nath, Janice L.; Henry, Cynthia G.; Tyson, Ellie; Hutchinson, LaVerla
Professional Development Site Schools: A Great Place for Training Elementary Language Arts Preservice Teachers.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American

Ontario, Canada, for their career choice, focusing on whether their motivations reflected the marked difference in the status and remuneration of teachers in NSW and Ontario. Preservice teachers participated in in-depth, focused, individual interviews in which they were asked to tell a little about themselves and why they decided to become teachers. The NSW students completed interviews during their first year of enrollment, and the Ontario students completed interviews at the beginning of their second year. Data analysis highlighted four categories of reasons: (1) little sense of personal agency (e.g., teaching by default or chance); (2) teaching as a means of gaining personal agency; (3) teaching as a means of assisting others to gain agency; and (4) self as a reform agent. The NSW student teachers had more diverse motivations than did their counterparts in Ontario, who mostly cited a vocation for teaching. In general, the responses of the Ontario preservice teachers indicated higher perceptions of personal agency than did those of the NSW preservice teachers, possibly a reflection of the higher professional status and salaries accorded teachers in Ontario. (Contains 41 references.) (SM)

ED 441 778   SP 039 235

Jones, Anthony
Use of Computers by Teacher Education Students during Teaching Practice.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Elementary Education; Foreign Countries; Graduate Students; Graduate Study; Higher Education; Preservice Teacher Education; Self Efficacy; Student Teachers
IDENTIFIERS- Australia

This study investigated Australian preservice teachers' use of computers during teaching practice. Participants were 46 graduates entering a preservice elementary teacher education course at an Australian university in 1999. Data were collected using the Personal Computer Efficacy Questionnaire at the beginning of the course. The School Computer Access Survey (which also solicited information on demographics and types of computer equipment and programs used) was administered twice during the year following a practice teaching in schools. Data analysis indicated that respondents had a high level of belief in their ability to perform basic computing tasks. The results also highlighted the lack of technology use within Australian elementary schools and found that classroom teachers who did not use computers themselves did not encourage student teachers to use them as part of the teaching-learning process. Though computer use by student teachers rose over time, there was still a low level of computer use overall, with one in four student teachers not using computers in the classroom. (Contains 14 references.) (SM)

ED 441 779   SP 039 236

Lasley, Thomas J., II; Geiger, John; Palermo, Patrick
The University of Dayton Core Program.
PUB DATE- 00

King, Catherine A.; Levesque, Maurice J.; Weckerly, Scott J.;
Blythe, Nicole L.
The Effects of a Course in Educational Psychology on Pre-Service Teachers' Epistemological Beliefs.
PUB DATE- 00
NOTE- 11p.; Poster presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College Students; *Educational Psychology; Elementary Secondary Education; *Epistemology; Higher Education; Preservice Teacher Education; *Preservice Teachers
IDENTIFIERS- *Knowledge Acquisition

This study examined the effects of a course in educational psychology on the epistemological beliefs of preservice teachers. Participants were preservice teachers enrolled in educational psychology and a control group of students recruited from other classes. The Epistemological Beliefs Scale, which measures beliefs about the nature of knowledge and learning across four dimensions (knowledge is certain, knowledge is simple, learning is quick, and ability to learn is fixed) was administered at the beginning and end of a semester-long class and again at the end of the following semester. The epistemological beliefs of the preservice teachers were found to be no more naive, on average, than those of the other students. Short-term change occurred across all four dimensions, with the greatest amount of change in the 'knowledge is simple' and 'learning is quick' dimensions. Although not all changes were maintained over time, long-term changes in beliefs about the simplicity of knowledge and the certainty of knowledge may be related to the course content and methods of instruction. (Author/SM)

ED 441 798 SP 039 256

McGovern, Martha W.
Images Reveal the "Internal Dialogue" of Realistic Teacher Education. A Script for the Videotaped Presentation with References and Bibliography.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Concept Formation; Elementary Secondary Education; Higher Education; Personal Narratives; *Preservice Teacher Education; *Preservice Teachers; *Realism; Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Reflective Thinking

F. A. Korthagen and J. P. A. Kessels (1999) advocate the adoption of the realistic approach for teacher education. The realistic approach provides developing teachers with experiences that call into question the adequacy of their beliefs. When the developing teachers are in a state of flux, the approach both supports reflection for refined perception and offers relevant conceptual knowledge for increased awareness and decision-

Under Prepared Students at Two Historically Advantaged South African Universities.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Disadvantaged Youth; Experiential Learning; Foreign Countries; Higher Education; *Laboratory Procedures; *Remedial Instruction; Science Education; *Sciences
IDENTIFIERS- *South Africa

This study investigated the effect of two different approaches to practical work on the procedural understanding of foundation level students at two historically similar universities in South Africa, the University of Cape Town (UCT) and the University of the Witwatersrand (Wits), both of which run programs to improve the access of disadvantaged students. Both of these programs feed students into the second year of a three-year science program. A questionnaire probing students' understanding of handling of experimental measures was developed, piloted, and administered to students in both programs before any instruction and after completing their programs. UCT students were exposed to only 5 practical sessions during the school year, while Wits students attended 12 laboratory sessions over the academic year with a practical examination at the end of the year. Both groups made considerable gains during instruction, but, on the whole, the UCT group made less improvement in handling experimental measures. The Wits students, who had more laboratory sessions spread over the whole school year, appeared better able to digest their experiences. Changes in student reasoning are discussed. (Contains 7 tables and 17 references.) (SLD)

ED 441 819 TM 030 853

Van Damme, J.; Mertens, W.
Academic Self-Concept and Academic Achievement: Cause and Effect.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Causal Models; Foreign Countries; Longitudinal Studies; Secondary Education; *Secondary School Students; *Self Concept; Student Motivation
IDENTIFIERS- Academic Self Concept; Belgium (Flanders)

The network of causal relations between academic self-concept and academic achievement was examined using five waves of the Flemish longitudinal research in secondary education project (J. Van Damme, et al, 1997). Participants were 6,411 students in 59 secondary schools in Flanders, followed for 7 years. Correlational and regression analyses were used to prepare structural equation models (SEM) that were used with multiple indicators of both school performance and academic self-concept to establish the bidirectional causal influence between both concepts. Subsequent academic self-concept is based on prior achievement, and, in addition, prior academic self-concept forms subsequent achievement. The path from self-concept to

Cheng, David X.; Chen, Sheying
Factors Affecting Grading Practices.
SPONS. AGENCY- City Univ. of New York, Staten Island. Coll. of Staten Island.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Northeast Association for Institutional Research (Philadelphia, PA, November 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Equal Education; *Grades (Scholastic); *Grading; Higher Education; *Student Evaluation; Tables (Data)
IDENTIFIERS- *City University of New York Coll of Staten Island

Potential factors affecting grading practices were studied at an urban college. Altogether, there were 31,916 grades/grading events recorded in fall 1997. Overall, excluding grades considered "nonjudgmental," close to 50% of the grades were "B" and above and only 8% were failing. By mean quality points per credit, there were no significant differences between junior and senior faculty in assigning grades. Full-time and part-time faculty did grade differently, however. Results suggest that attention should be paid to upper level courses, courses offered in the humanities and social sciences, and courses taught by part-time faculty. (Contains 7 tables and 21 references.) (SLD)

ED 441 841 TM 030 876

Yang, Wen-Ling; Chen, Wen-Hung
Estimating Cutpoints for the Achievement-Levels Setting Process for the National Assessment of Educational Progress.
SPONS. AGENCY- American Institutes for Research (CRESS), Kensington, MD.; National Assessment Governing Board, Washington, DC.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Constructed Response; *Cutting Scores; Elementary Secondary Education; *Estimation (Mathematics); *Item Response Theory; Multiple Choice Tests; National Competency Tests; *Scoring
IDENTIFIERS- *National Assessment of Educational Progress; *Standard Setting

This paper provides a historical review of the changes and improvements made in estimating numerical cutpoints for the National Assessment of Educational Progress (NAEP). While reviewing the various methodologies used for collecting judgment data, the paper discusses: (1) the incorporation of Item Response Theory for setting standards; (2) methodologies for converting judgment data into achievement level cutpoints; (3) combining cutpoints estimated for dichotomously scored multiple-choice items and polytomously scored constructed response items; and (4) deriving group cutpoints from the

Using an Experimental and Longitudinal Research Design.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Attendance; Demonstration Programs; High Schools; Longitudinal Studies; Program Evaluation; Research Methodology; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; California (San Diego County); *Impact Evaluation; Study Groups; Welfare Reform; Workfare

The School Attendance Demonstration Project (SADP) was designed to improve school attendance among teenagers receiving Aid to Families with Dependent Children (AFDC) benefits in San Diego County, California. An impact study was conducted from March 10, 1996 to March 10, 1998, to evaluate the effects of providing social services and imposing financial penalties to improve school attendance. The evaluation also included a process study and a cost benefit study. An experimental and longitudinal research design was administered to evaluate this demonstration project for education and welfare policy reforms. The impact study shows how problems with research design, such as accretion, can be overcome and reveal robust program effects. The results indicate that study group assignment was a positive and significant predictor of school attendance. A program effect is inferred. The treatment group was more likely to meet the 80% attendance requirement than the control group. Results show that meeting the 80% attendance requirement was predicted by study group, ethnicity (Hispanic), number of caretakers, Children's Service Bureau status, Juvenile Probation status, and educational program. Students with two caretakers in the household were more likely to attend school than students with one caretaker in the household. It is possible that workfare programs designed to employ parents may reduce AFDC student attendance. There was no evidence that graduation or dropout rates were affected by the program. (Contains 10 tables.) (Author/SLD)

ED 441 861 TM 030 897

Roussos, Louis; Nandakumar, Ratna; Cwikla, Julie
DIF Assessment of CAT Data: Kernel-Smoothed CATSIB.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Item Bias; Item Response Theory; Nonparametric Statistics; *Sample Size; Simulation
IDENTIFIERS- *CATSIB Computer Program; Item Bias Detection; *Kernel Method; Smoothing Methods

CATSIB is a differential item functioning (DIF) assessment methodology for computerized adaptive test (CAT) data. Kernel smoothing (KS) is a technique for nonparametric estimation of item response functions. In this study an attempt has been made to develop a more efficient DIF procedure for CAT data, KS-CATSIB, by combining CATSIB with kernel smoothing. A correction

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Patterns; State Legislation; State Programs; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Barriers to Participation; *Temporary Assistance for Needy Families

Dramatic shifts from cash assistance to work, embodied in the 1996 replacement of Aid to Families with Dependent Children with Temporary Assistance for Needy Families (TANF), highlight the need to understand how current cash assistance recipients participate in required work-related activities and obstacles faced in getting and keeping jobs. The 1997 National Survey of America's Families (NSAF) describes recipient work activity and obstacles during early TANF implementation. A larger proportion of TANF recipients participated in work activities in 1997 than in the past. More than 4 out of 10 reported at least 2 significant work obstacles. As states continue to move TANF recipients into jobs, evidence is mixed about whether recipients still receiving TANF will face increasing obstacles to successful moves from welfare to employment. This report describes TANF recipients' participation in work-related activities, notes caseload obstacles and their work-limiting impact, and discusses differences between states. High work-activity levels in 1997 indicate that states should have no trouble meeting total caseload participation targets in the future. However, large numbers of recipients report personal and family characteristics that could present significant challenges to work. States face widely varying challenges in moving their caseloads into work activities. (SM)

ED 441 882 UD 033 541

Davis, Robert C.; Erez, Edna
Immigrant Populations as Victims: Toward a Multicultural Criminal Justice System. Research in Brief.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Differences; *Cultural Influences; Family Violence; *Immigrants; *Victims of Crime
IDENTIFIERS- Barriers to Participation; *Criminal Justice System

This research brief summarizes a study that investigated whether the diverse cultural makeup of many communities requires the criminal justice system to modify its approach, particularly in handling immigrants. The study examined whether immigrant victims have more difficulty than other victims in dealing with the police and courts because of differences in language, expectations, and treatment by officials. Researchers surveyed police chiefs, prosecutors, court administrators, and victims from diverse immigrant neighborhoods. According to the results, many recent immigrants fail to report crimes. Most participants saw this failure to report crimes as a serious problem which allowed criminals to go free and eroded the ability of the criminal justice system to function effectively. Domestic violence was the least reported crime. Sexual assault and gang violence were also underreported. Most incidents described by respondents involved perpetrators from the same ethnic group as the victim. Officials believed that immigrants faced great hardships when reporting crimes to police or appearing in court, including language barriers, cultural differences, and ignorance of the U.S. justice system. Immigrants who reported

Skills; Work Ethic; *Youth Employment
IDENTIFIERS- African Americans

This publication analyzes issues that lead to a working definition of soft working skills. Data come from research by the Joint Center for Political and Economic Studies. At a workshop, scholars, practitioners, and representatives from various job sites discussed the impact of soft skills on access to jobs and long-term employment among minority youth. Workshop participants identified many issues that required further examination. Part 1 of this report, "Soft Skills and the Minority Work Force: An Analysis," explores these issues by constructing a definition of soft skills and using that definition to investigate employer demand for soft skills, the soft skills of minority workers relative to other entry level workers, and the importance of soft skills in explaining the labor market problems of African American youth. Accordingly, the analysis focuses on what soft skills are, whether soft skills matter, whether soft skills influence minority hiring decisions, and whether there is a soft skills deficit among minorities. Part 2, "Soft Skills: An Annotated Bibliography," offers summary descriptions of many articles and publications on the subject. (Contains 44 references.) (SM)

ED 441 902 UD 033 571

Fuller, Howard L.; Mitchell, George A.
The Fiscal Impact of School Choice on the Milwaukee Public Schools. Current Education Issues.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Parents; Private Schools; Public Schools; *School Choice; *State Aid
IDENTIFIERS- *Milwaukee Parental Choice Program WI; *Milwaukee Public Schools WI; State Policy

This paper uses Milwaukee Public School (MPS) data to describe trends in state aid and spending during the time that school choice has existed. The study uses data from MPS budget documents, focusing on changes in state aid to MPS and in overall MPS spending. These data refute claims that the financing of the Milwaukee Parental Choice Program (MPCP), which is concluding its 9th year, has unfairly reduced support for MPS. From 1990-99, real MPS spending grew more than 3 times faster than enrollment; state aid to MPS grew nearly 7 times faster than enrollment; and MPS property taxes declined 33 percent. The financing of Milwaukee's choice program has always assumed that the state aid MPS receives for each student should become portable, and if a choice parent picks a non-MPS school, aid that would have gone to MPS should follow that student to the choice school. The overall impact of state policies, including transitional provisions regarding the impact of school choice, has cushioned MPS from any adverse impact. (SM)

ED 441 903 UD 033 572

Fuller, Howard L.; Mitchell, George A.
The Impact of School Choice on Racial and Ethnic Enrollment in Milwaukee Private Schools. Current Education Issues. Revised.
PUB DATE- 99
NOTE- 14p.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Curriculum Development; Educational Change; *Elementary Secondary Education; Instruction; *Needs Assessment; *Professional Development; *Systems Development; Tables (Data)
IDENTIFIERS- Pacific Islands; *Pacific Region

To assess educational needs in the Pacific region, Pacific Resources for Education and Learning (PREL) identified 9 general education areas to be examined through 47 survey items. These items were presented as a questionnaire to educators in the region served by PREL, which includes American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. The gap between educators' ratings of perceived importance and perceived progress for each item was regarded as a measure of the magnitude of educational need. Systemic reform, professional development, and at-risk and gifted/talented youth were identified as the three most important areas for education in the Pacific region. Planning and accountability, curriculum and instruction, and system reform were the areas in which the most progress was perceived. Use of technology, early childhood education, and at-risk and gifted/talented youth were generally identified as the three areas of most need. An appendix contains the needs survey. (Contains 36 tables and 11 figures.) (SLD)

ED 441 923 UD 033 596

Boggess, Scott; Lindberg, Laura Duberstein; Porter, Laura
Changes in Risk-Taking among High School Students, 1991-1997: Evidence from the Youth Risk Behavior Surveys.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Drinking; Drug Use; *Health Behavior; *High School Students; High Schools; Hispanic Americans; National Surveys; *Risk; Sexuality; Smoking; Suicide
IDENTIFIERS- *Risk Taking Behavior; *Youth Risk Behavior Survey

Using nationally representative data from students in grades 9 to 12 from the national Youth Risk Behavior Surveys (YRBS) of 1991, 1993, 1995, and 1997, this study examined changes in high school students' participation in health risk behaviors. Ten specific health risk behaviors were identified, each of which poses potential immediate and long-term health problems. Findings show that the 1990s were a period of substantial change, some good and some bad, in students' participation in specific health risk behaviors. A reduction in sexual activity and changes in contraceptive use were accompanied by declines in the teen pregnancy rate, birthrate, and sexually transmitted disease rate. Declines in fighting and weapon-carrying parallel positive changes in associated health outcomes. Decreases in were at times superseded by state or district decisions that reshaped aspects of the charter school, eroding its accountability. Five of the nine schools served local students as well as choice students. Charter schools also experienced state and district standards through the interaction of specific teachers, specific students, and curriculum over the school year. Charter schools in this sample appeared to receive relatively little professional development for standards-based reform, but they generally were not out of the loop when it came to receiving state and district mandates. Experience with these schools suggests that charter school funding may be reproducing the resource disparities that exist in traditional public schools. (Contains 17 references.) (SLD)

ED 441 943 UD 033 621

Hawkins, Darnell F.; Laub, John H.; Lauritsen, Janet L.; Cothern, Lynn
Race, Ethnicity, and Serious and Violent Juvenile Offending. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Delinquency; *Ethnicity; *Juvenile Justice; *Racial Differences; Urban Youth; *Violence; Young Adults; Youth Problems

This Bulletin describes the racial distribution of serious and violent offending among juveniles in the United States. It provides a picture of the short-term national trends for offending patterns by race and ethnicity and summarizes research findings on racial and ethnic differences in chronic juvenile offending. Various explanations are given for the racial and ethnic differences observed. The Bulletin includes recommendations for improving public understanding of these differences and implications for guiding prevention and intervention efforts. Data are from state records generated by criminal and juvenile justice authorities and self-report data from delinquency and victimization surveys. The magnitude of the differences under which different groups live suggests that the individual-level correlation between race and serious and violent juvenile offending is a function of ecological conditions. This supports the idea that the association of race and juvenile violence is primarily a function of community context. (Contains 57 references.) (SLD)

ED 441 944 UD 033 622

Lee, Lee C., Ed.; Zane, Nolan W. S., Ed.
Handbook of Asian American Psychology.
PUB DATE- 98
NOTE- 587p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Asian Americans; Cultural Awareness; *Cultural Differences; Personality Traits; *Psychological Studies; *Psychology; *Racial Differences

This handbook integrates descriptions and evaluations of current psychological research on all ethnic subgroups of Asian Americans, providing insights into the diverse and varied nature of Asian American cultures. Following a Foreword by Dick Suinn, the chapters are: (1) "An Overview" (Lee C. Lee); (2)

developmental delays and disabilities, communication problems, and medical conditions, as well as environmental stress and high intellectual ability, and notes that it is important that caregivers and teachers understand the child before the child's problem. General guidelines for meeting children's additional needs are delineated, and the types of professionals who may be involved in the child's care are defined. The booklet concludes with the challenge that caregivers and teachers endeavor to help children have the best possible opportunity to enjoy their childhood and to develop to their full potential. (Contains 14 references.) (KB)

ED 441 593 PS 028 601

Eaton, Jennifer; Shepherd, Wendy
Early Childhood Environments.
PUB DATE- 98
NOTE- 25p.; Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials
(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Needs; Classroom Design; Classroom Environment; *Day Care; Display Aids; Early Childhood Education; *Educational Environment; Educational Philosophy; Foreign Countries; Play; Scheduling; Time Blocks; Time Factors (Learning); *Young Children
IDENTIFIERS- Australia

This issue of the Australian Early Childhood Association Research in Practice Series focuses on creating aesthetically pleasing environments in early childhood care and education settings. The booklet details characteristics of aesthetically pleasing environments and discusses how early childhood practitioners' reflection upon the school or center educational philosophy and how practitioners' image of the child often highlight differences between values and practices. Suggestions for organizing the environment to promote, support, and enhance play are delineated. The "de-institutionalization" of the environment is promoted as a way to create an environment that is warm, welcoming, and inspiring to adults and to children. The characteristics of an institutional environment are listed, and ways to enhance the physical environment are suggested. The booklet also discusses the organization of time and its importance in creating an unhurried, relaxed rhythm to the day. Organizing indoor and outdoor space in order to improve the effectiveness of the learning environment is also examined. The booklet further examines ways the physical environment can support and facilitate social interaction and ways in which children's work can be displayed and documented. (KB)

ED 441 594 PS 028 602

Stonehouse, Anne
Our Code of Ethics at Work. Revised Edition.
PUB DATE- 98
NOTE- 25p.; Theme issue. Published quarterly. For 1991 edition, see ED 370 692.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials
(022),Guides/Methods/Techniques (For Practitioners) - Non-

each community; (2) educating the public about prevention; (3) coordinating public sector lead-related programs; (4) building constituencies through community outreach; (5) increasing capacity for lead hazard control; (6) prioritizing lead hazard control; and (7) leveraging private sector resources. The handbook concludes with a list of resources for prevention programs, including federal initiatives, state programs, and private capital. (KB)

ED 441 612 PS 028 630

Rochow, K. W. James
Childhood Lead Poisoning: Developing Prevention Programs and Mobilizing Resources.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.
PUB DATE- 94
NOTE- 64p.; For related documents on childhood lead poisoning, see PS 028 629 and PS 028 631.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Child Health; *Children; Cooperative Programs; Coordination; *Lead Poisoning; *Prevention; *Program Design; *Program Development; *Program Implementation; Special Health Problems; State Legislation

The current approach to dealing with childhood lead poisoning has led to repeated diagnoses of poisoning because such children are treated and then returned to their hazardous environments. This handbook describes in detail the program requirements for effective childhood lead poisoning prevention programs at the local level based on the coordination of program elements and priority setting. The handbook is the second of a 3-volume set intended to provide a framework to catalyze action to develop effective childhood lead poisoning prevention programs. Chapter 1 of the handbook summarizes the necessity for developing lead poisoning prevention programs at the state and local areas. Chapter 2 presents the overall framework in which a prevention program should operate. Chapter 3 highlights the initial steps that programs can take to move toward prevention. Chapters 4 through 8 elaborate on the basic elements of a prevention program: (1) constituency building; (2) permanent planning; (3) comprehensive legislation; (4) program elements; and (5) capacity building. (KB)

ED 441 613 PS 028 631

Childhood Lead Poisoning: Resources for Prevention.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.
PUB DATE- 94
NOTE- 892p.; For related documents on childhood lead poisoning, see PS 028 629 and PS 028 630.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Child Health; *Children; Community Education; Community Programs; *Lead Poisoning; Medical Services; Needs Assessment; *Prevention; Professional Development; Program Descriptions; Program Design; Program Evaluation; *Resource

Teaching with the World Wide Web: Internet Resources for Educators in Illinois Schools.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Uses in Education; *Educational Resources; Elementary Secondary Education; Information Technology; Rural Education; State Programs; State Standards; *World Wide Web
IDENTIFIERS- Illinois; Learning Communities; *Technology Based Instruction; Technology Integration; *Web Sites

This report focuses on teaching with the World Wide Web. An introduction describes the Illinois State Board of Education's (ISBE's) efforts in urging local schools to integrate information technology into all aspects of their curriculum and in emphasizing the need for technology-focused staff development for Illinois teachers. ISBE supports Project Linc On, a plan to install T1 lines and connect ports to every Illinois public school by the year 2000. Six anticipated benefits to Illinois schools from Project Linc On are described, and other ISBE programs are listed that aim to improve schools' technological infrastructure, teacher skills, and long-range technology planning. Six essential standards for integrating information technology into classroom instruction are discussed, followed by a brief description of the World Wide Web and the educational potential of virtual learning communities. Eighty-four Web sites for K-12 educators are listed in 8 categories: general K-12 resources, state and federal education, science and mathematics resources, language arts resources, cultural and language resources, history and social science resources, museum sites on the Web, and schools on the Web. Seven strategies for teaching and learning on the Internet are noted, followed by nine guidelines for successful classroom instruction using the Internet. (TD)

ED 441 631 RC 022 404

Bailey, Jon
The Case for Small Schools. A Special Series from the Center for Rural Affairs Monthly Newsletter.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Educational Attainment; *Educational Environment; Educational Research; Elementary Secondary Education; Public Policy; Rural Schools; School Community Relationship; *School Size; *Small Schools; *Student School Relationship

This document compiles a series of articles from the Center for Rural Affairs monthly newsletter, January-August 1999. The series responds to public statements of some legislators, urban school board members, and others about the need to eliminate small rural schools because of their "inefficiency." Seven short articles discuss various aspects and effects of small size. The first three examine advantages of small schools compared to large schools: less crime and violence, fewer discipline problems, lower student tardiness and absenteeism,

Apache.
PUB DATE- 00
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; *American Indian Reservations; Athletic Coaches; Autobiographies; *Basketball; *High School Students; High Schools; Personal Narratives; Reservation American Indians; School Community Relationship
IDENTIFIERS- American Indian Students; *Coaching; *White Mountain Apache (Tribe)

In this book, basketball legend Kareem Abdul-Jabbar tells of one basketball season when he coached a high school team on the White Mountain Apache Reservation (Arizona). Tired of life in Los Angeles, disillusioned with pro basketball, and devastated by the death of his mother, Abdul-Jabbar accepted an invitation to coach the team at Alchesay High School in Whiteriver, Arizona. He describes his first encounter with high-speed "Apache basketball," his efforts to teach basketball fundamentals and discipline, and the mutual journey of discovery in which he and the team members learned much from each other. In addition to extensive descriptions of the events of the basketball season, the book includes many anecdotes about the good and the bad aspects of life on the reservation, the extended family relationship of everyone on the reservation and the exceptional community support for the team, the personal struggles and successes of the boys on the team, American Indian culture and history, school and community efforts to preserve Apache culture and language, and the historical connections between the Apaches and African Americans. (SV)

ED 441 650 RC 022 457

Kickett-Tucker, Cheryl S.
School Sport Self-Concept of Urban Aboriginal School Children: Teacher Influences.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletics; *Elementary School Students; *Ethnicity; Females; Foreign Countries; Indigenous Populations; Intermediate Grades; Males; Physical Education; *Self Concept; *Student Attitudes; Student School Relationship; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Australia (Western Australia)

This paper examines the self-concept of urban Western Australian Aboriginal school children, aged 11-12, in school sports settings. Most students were from the Nyoongar Aboriginal community of southwestern Western Australia. Data were collected from interviews with Aboriginal students and parents, class teachers, and sports teachers, and from observations in the school sport setting. Overall, school sports contributed favorably to Aboriginal students' self-concept and feelings about their Aboriginality. Sports activities generated enjoyment and provided opportunities for students to calculus students (aged 17-18 years) from 24 randomly selected Finnish upper secondary schools in the usual classroom conditions. The test included identification, classification, and construction problems in the domain of rational and real numbers. The role of the students' prior knowledge was then analyzed using their answers to four critical questions. Results from the second study indicate that the process of knowledge acquisition, especially in mathematics, involves restructuring as well as enriching one's prior knowledge structures, which can take place at many different levels. (Contains 30 references.) (ASK)

ED 441 671 SE 063 546

Turner, Erin E.; Wilhelm, Jennifer; Confrey, Jere
Exploring Rate of Change through Technology with Elementary Students.
PUB DATE- 00
NOTE- 74p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Cognitive Processes; *Computer Uses in Education; Educational Technology; Grade 5; *Graphing Calculators; Intermediate Grades; *Mathematics Instruction; *Thinking Skills

The purpose of this study was to investigate students developing understanding of concepts related to rate of change. Twenty students first participated in a rate of change curriculum unit as part of an after school math and technology program. During the unit, students used motion detectors and related graphing software to create and analyze graphs of changing positions and velocities. They then explored change in a banking context using an interactive diagram called Bank Account. The results of this study suggest that early introduction to rate of change concepts is valuable--elementary students are clearly capable of thinking about and understanding concepts related to rate of change. (Contains 25 references.) (ASK)

ED 441 672 SE 063 555

Pang, JeongSuk
Implementing Student-Centered Instruction in Korean and the U.S. Elementary Mathematics Classrooms.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; *Educational Change; *Elementary School Teachers; Foreign Countries; Mathematics Instruction; *Mathematics Teachers; Primary Education; *Social Influences; Teaching Methods
IDENTIFIERS- *South Korea; *United States

This study compares and contrasts the classroom social norms of two Korean and two U.S. second grade teachers who aspired to implement reform. Despite similar social participation structures, the two classes within each country were remarkably

DESCRIPTORS- Constructivism (Learning); Elementary Education; *Evaluation Methods; Experiential Learning; Foreign Countries; Higher Education; National Standards; *Professional Development; Science Instruction; *Teacher Education Programs; Teaching Methods; *Undergraduate Study

IDENTIFIERS- *University of Victoria BC

This paper reports on an on-going action research study of the elementary school science education courses at the University of Victoria. The Department of Social and Natural Sciences requires that professors evaluate their teaching effectiveness annually using a variety of methods including student evaluations, peer observations, course outline analyses, and others approved by the department chair. This requirement provides an excellent opportunity to conduct action research to document teaching, reflect on teaching, improve practice, and revise course outlines based on multiple sources of data. The research focuses on science instruction in the elementary school and describes 1980s' programs as lacking a central, clear, philosophical, psychological, pedagogical framework. The "National Board for Professional Teaching Standards" and the "Report of the National Commissions on Teaching and America's Future" are cited which provide both generalist and science-specific frameworks on which elementary school science education and teacher education programs can be judged. (Contains 31 references.) (YDS)

ED 441 694 SE 063 807

Barber, Jacqueline; Beals, Kevin; Bergman, Lincoln

Math on the Menu: Real-Life Problem Solving For Grades 3-5. Teacher's Guide.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.; Carnegie Corp. of New York, NY.; National Science Foundation, Arlington, VA.

PUB DATE- 00

NOTE- 136p.; Also supported by: the McDonnell-Douglas Foundation and the McDonnell-Douglas Employee's Community Fund; Employees Community Fund of Boeing California and the Boeing Corp.; the Hewlett Packard Co.; Chevron USA; the William K. Holt Foundation; Join Hands; the Health and Safety Alliance; the Microscopy Society of America (MSA); the Shell Oil Company Foundation; the Crail-Johnson Foundation.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Childrens Literature; Cooperative Learning; Elementary Education; Grade 3; Grade 4; Grade 5; *Integrated Activities; Mathematics Instruction; *Problem Solving; *Relevance (Education)

There is plenty of "math on the menu" in the series of activities featured in this book. Students help the Rosado family start a Mexican restaurant featuring a variety of tostadas. Over the course of the unit, students apply different problem-solving strategies as they plan and expand the menu, determine different combinations of ingredients, analyze costs, set prices, and arrange tables and chairs in a new location. The activities build on one another, and children have the opportunity to use a wide variety of problem solving skills. Emphasis is placed on cooperative learning, language arts, and literature connections while the activities put mathematics learning in a real-world, multicultural context. (ASK) and challenges of life in the 21st century. It is imperative in today's global economy for Nevada students to understand the history of their community, state, nation, and the world and to realize that knowledge of a person's roots and a sense of an individual's place in humanity allow the individual the fullest sense of self and shared community on which both personal development and responsible citizenship depend. Standards 1 and 2 represent skills needed by students to understand the events of the past. Using chronology, students will organize as well as understand the sequence and relationship of events. Standards 3 through 10 cover the major eras and concepts to be learned in the study of world history, U.S. history, and Nevada history. Performance level descriptors are provided for grades 2, 3, 5, 8, and 12. (Includes a glossary.) (BT)

ED 441 716 SO 031 340

Nevada Academic Standards in the Social Studies: Economics.
PUB DATE- 99
NOTE- 73p.; For other Nevada Academic Standards in the Social Studies, see SO 031 337-339. For most current version, see Nevada State Department of Education Web site.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; *Economics; *Economics Education; Elementary Secondary Education; Public Schools; *Social Studies; *State Standards; Student Educational Objectives
IDENTIFIERS- *Nevada; Student Performance Models

Nevada's nine academic standards for economics call for specific educational outcomes in grades 2, 3, 5, 8, and 12. They contain performance level descriptors. Nevada's standards aim to help students develop fundamental economic concepts; learn about economic performance in the United States; demonstrate a knowledge of how investment, entrepreneurship, competition, and specialization lead to changes in the economy; and explore the characteristics of non-U.S. economic systems to demonstrate an understanding of how the United States is connected, through trade, to peoples and cultures throughout the world. (Includes an extensive economics glossary.) (BT)

ED 441 717 SO 031 341

Nevada Academic Standards in the Arts: Music.
PUB DATE- 99
NOTE- 54p.; For other Nevada Academic Standards in the Arts, see SO 031 342-343. For most current version, see Nevada State Department of Education Web site.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; Elementary Secondary Education; *Music; *Music Appreciation; *Music Education; Public Schools; *State Standards; Student Educational Objectives
IDENTIFIERS- *Nevada; Student Performance Models

Nevada's nine academic standards in music education call for specific educational outcomes in grades 3 and 5, as well as in middle school and secondary school. Nevada's standards relate to singing, playing instruments, listening to music, writing and reading music, and cultural and historical connections in music. The standards present performance level descriptors in grades 3, 5, 8, and 12. (BT) intelligence in the school's MI curriculum. (Contains 25 references.) (Author/BT)

ED 441 738 SO 031 797

Mulcahey, Christine
Talking about Art: Understanding Children's Perspectives.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Childhood Attitudes; *Childrens Art; Grade 6; Intermediate Grades; Learning Processes; Research Methodology; *World Views
IDENTIFIERS- Conversational Analysis; Group Interviews

For one instructor, years of working with children in the art classroom suggested that talking with children is necessary and vital to understanding how they learn artistically and how to teach them. This paper focuses specifically on children's talk about their art in relation to the children's view that their world is separate and distinct from the adult world. The paper states that, in interviews with children, the children's view suggested that they interpret changes in their drawings through time in terms of their acquired concerns or characteristics they associate with adults. The paper looks at children's talk about their art from the children's perspectives rather than from the more common adult-centric perspective. It uses children's perspectives as both a theoretical framework and a methodological tool. Theoretically, suspending adult perceptions and judgments provides the framework for thinking about and analyzing the range of children's talk in the study; methodologically, children's perspectives are revealed through group interviews with sixth graders. The interactions among the children and the interaction between researcher and children resulted in conversations centering around a collection of each child's drawings. (Contains 48 references.) (BT)

ED 441 739 SO 031 798

Watras, Joseph
Why Historians Accepted a Unified Social Studies: Charles Beard and the Great Depression.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Problems; Educational History; Elementary Secondary Education; *History Instruction; Intellectual Disciplines; *Social Studies; Unified Studies Curriculum
IDENTIFIERS- American Historical Association; *Beard (Charles A); College Entrance Examination Board; *Controversy; Depression (Economic 1929)

Many contemporary historians contend that the popularity of the social studies as a school subject represents the victory of educators over academicians. This view, however, overlooks the

Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Education; Elementary School Teachers; Higher Education; *Language Arts; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; *Self Efficacy; Student Teacher Attitudes

This study examined preservice teachers' self-efficacy beliefs about their elementary language arts teaching after being prepared in a Professional Development School (PDS). Participants were preservice teachers in the first semester of their field-based senior year of teacher preparation, all of whom were placed in one of several PDS clusters. Each attended methods classes, including language arts, on an elementary school campus, allowing university instructors to model lessons using classrooms at various grade levels. Preservice teachers also taught language arts lessons while university instructors observed and provided feedback. Two days per week, student teachers were assigned to the classroom of a teacher, where they were active aides and gradually increased their activities to teaching short lessons. They were required to prepare and participate in various language arts lessons using different methods with small peer groups and elementary students. Participants completed a teaching efficacy belief instrument at the beginning and end of the semester. Results indicated that the PDSs were successful training sites for elementary language arts teachers. Preservice teachers made positive judgments about how well they could execute the necessary sequence of actions toward goal attainment in teaching language arts. (Contains 32 references.) (SM)

ED 441 760 SP 039 216

Powell, Angiline
Reflections on Exemplary Mathematics Teachers by Two African American Students.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; College Mathematics; College Students; Higher Education; *Mathematics Education; Student Attitudes; Teacher Attitudes; *Teacher Characteristics; *Teacher Student Relationship; *Teaching Skills
IDENTIFIERS- *African Americans; Caring

This qualitative study used phenomenology to investigate African American college students' perceptions of exemplary mathematics teaching practices. Data collection occurred over 12 weeks from February-April 1999. The data collection involved interviews, surveys, exemplary teacher observations, and autobiographies. Initially, participants were asked about their school experiences, with a focus on mathematics classes and teachers. Participants then completed a followup interview based on information from the survey. Participants wrote autobiographies of their experiences in mathematics education that emphasized their mathematics teachers. After finishing their

NOTE- 4p.; Paper presented at the National Conference on Teacher Quality (Washington, DC, January, 9-10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Humanities Instruction; Integrated Curriculum; *Interdisciplinary Approach; *Preservice Teacher Education; Thematic Approach
IDENTIFIERS- University of Dayton OH

This paper describes how the University of Dayton, Ohio, has strengthened teacher education through the creation of two institutional general education initiatives that integrate general and professional education in a coherent learning experience. The first is a CORE program that is open to all students pursuing degree work in the elementary program. CORE is an interdisciplinary curriculum designed to fulfill and integrate the university's general education requirements. Students take 10 courses that fulfill all general education requirements as well as the basic skills requirements in reading and writing. The second includes a Humanities Base and thematic cluster in fulfilling general education course requirements. It has all students examine what it means to be human through four required general education courses in the humanities. To facilitate an integrated view of various domains of knowledge and to encourage students to understand the broad world around them, all undergraduates must complete one thematic cluster. These program efforts emphasize integration and coherence so that students can see the connectedness of the disciplines and the interrelationships of disciplinary ideas. (SM)

ED 441 780 SP 039 238

Whitfield, Patricia T.; Klug, Beverly J.
From Aspirant to Professional: The Transformation of American Indians Who Would Be Teachers. Results of a Five-Year Ethnographic Study.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; College School Cooperation; *Culturally Relevant Education; Elementary Secondary Education; Higher Education; Minority Group Children; *Minority Group Teachers; Paraprofessional School Personnel; Preservice Teacher Education; Role Models; Student Teacher Attitudes
IDENTIFIERS- Heritage College WA

This paper describes a collaboration between a college, three public school districts, and an American Indian school, all with high American Indian populations, to increase the number of American Indian teachers. Project goals were to: (1) develop programs to facilitate the professional preparation of American Indian instructional aides to become teachers, who could then become positive role models for students; and (2) help candidates understand and address unique problems confronting American Indian students. Data come from evaluations of the Knight Scholar Program at Heritage College in Toppenish, making power. One preservice teacher was enrolled in such a realistic teacher preparation program and participated in a study which used George Kelly's (1963) repertory grid technique and complementary methods to reveal the "internal dialogue" (J. Goodman, 1988) of belief change. This narrative account traces the preservice teacher's paradigm shift from an authoritarian stance to an authoritative stance that acknowledged the possibility of a complete facilitator role. (Contains 35 references.) (Author/SM)

ED 441 799   SP 039 257

Weiner, Gaby; Kallos, Daniel
Positively Women: Professionalism and Practice in Teaching and Teacher Education.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Non-print Media (100),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Females; *Feminism; Foreign Countries; Higher Education; Preservice Teacher Education; Teacher Educators; Teachers; Teaching (Occupation); *Women Faculty
IDENTIFIERS- Europe; *Professionalism; Professionalization of Teaching

This paper seeks to understand recent changes in the professional status of teachers and teacher educators in Europe, discussing the contribution of women to teaching and teacher education and noting that the proportion of women in education professions is not regarded as disadvantageous or problematic. The paper discusses gendered concepts of professionalization and the various arguments proposed concerning the so-called feminization of teaching (and teacher education). In view of the largely negative perspectives, the paper highlights two aspects: (1) the material opportunities and possibilities for action in the public sphere offered to women by the education professions; and (2) the particular commitment of female teachers to educational values and to practice. The final section of the paper considers the position of women in teacher education, what implications the feminization of teaching has for them, and their responses. (Contains 33 references.) (Author/SM)

ED 441 800   SP 039 258

Rainer, Julie; Guyton, Edi
Coming Together--Respectfully: Building Community in Teacher Education.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Constructivism (Learning); Elementary Education; Elementary School Teachers; Graduate Students; Graduate Study; Higher Education; Participative Decision

academic achievement was enriched by the inclusion of students' perceptions of the relevance of the school and the self-report of the degree of effort expenditure. Results support the motivational influence of academic self-concept. Moderator effects of sex and school characteristics were also examined, using multisample SEM. Variables of both these types were identified as important moderators within the bidirectional network. (Contains 11 tables and 18 references.) (SLD)

ED 441 820 TM 030 854

Pring, Richard
Performance Management and the Changing Language of Education.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; Educational Change; Elementary Secondary Education; Foreign Countries; *Performance Based Assessment; *Teacher Evaluation
IDENTIFIERS- *United Kingdom

"Performance management" is a term that refers loosely to a way of managing large organizations and systems. It requires the identification of clear and measurable targets and the translation of those targets into targets for the members of the organization. Audits and performance indicators then become essential parts of the appraisal of the targets and the means of reaching them, and policy decision requires a systematic review of evidence for setting reasonable targets. "Paying Teachers for What They Know and Do" (A. Odden and C. Kelley, 1997) and consultation papers from the British Government have set out an agenda of performance management for British schools. The new language of educational management now permeates the language of teaching. However, the pursuit of this kind of educational reform can result in a redescription of educational practice in business terms, something that may impoverish the relationship between the teacher and the learned and limit the professional judgment and role of the teacher. (SLD)

ED 441 821 TM 030 855

Paik, Chie Matsuzawa; Michael, William B.
A Construct Validity Investigation of Scores on the Japanese Version of an Academic Self-Concept Scale for a Sample of College Students.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Construct Validity; *Factor Structure; Foreign Countries; Higher Education; *Japanese; Reliability
IDENTIFIERS- *Academic Self Concept; Confirmatory Factor Analysis; Self Report Measures

estimates of individual cutpoints for items and judges. In addition to the eight formal achievement level setting (ALS) processes that have been used, pilot studies and field trials have evaluated other approaches before the formal standard-setting process. In general, methodologies can be categorized into item-by-term rating (analytical) and holistic approaches. This review illustrates the importance and significance of the application of Item Response Theory in setting NAEP achievement levels. (Contains 1 table and 25 references.) (SLD)

ED 441 842 TM 030 877

Yang, Wen-Ling
The Effects of Content Homogeneity and Equating Method on the Accuracy of Common-Item Test Equating.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; Item Response Theory; Licensing Examinations (Professions); Physicians; *Scoring; *Test Content; Test Items
IDENTIFIERS- Accuracy; *Anchor Tests; *Common Item Effect

This study investigated whether equating accuracy improves with an anchor test that is more representative of its corresponding total test and whether such content effect depends on the particular equating method used. Scoring outcomes of a professional examination for a medical specialty were used. A total of 1,092 examinees took one form, and 1,149 took the other form. Item-sampling schemes were introduced to manipulate the content homogeneity and representation of anchor items so that their effects on equating accuracy could be studied with varied equating methods. Multiple criteria were proposed to evaluate equating accuracy. Overall, the study found that all the equating methods employed had accurate results to a moderate degree. They all produced more accurate results when the anchor items were more representative of their total test or when the content coverage of a test concentrated on fewer topics. In general, Item Response Theory-based equating was found to be more accurate than classical equating, but the small differences may not be substantial. To produce equating outcomes that are precise and less prone to bias, various equating methods should be considered for equating test forms for high-stakes examinations. (Contains 4 tables, 3 figures, and 22 references.) (SLD)

ED 441 843 TM 030 878

Wang, Jianjun
Relevance of the Hierarchical Linear Model to TIMSS Data Analyses.
SPONS. AGENCY- California State Univ., Bakersfield.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

for smoothing in boundaries is also implemented. It is hoped that such a methodology could provide a more powerful DIF technique for smaller samples while enhancing the interpretation of local DIF analyses. A simulation study was conducted to investigate the DIF estimation bias of KS-CATSIB in comparison to CATSIB with small samples. Sixteen DIF items varying in difficulty and discrimination were considered for this purpose. A sample of 500 examinees was used in the reference group and a sample of 250 examinees was used in the focal group. Preliminary results show that the correction for smoothing in boundaries, even though effective in reducing the bias in estimation, is still larger for KS-CATSIB in comparison with CATSIB. Therefore, DIF estimates associated with KS-CATSIB are statistically biased and would lead to high Type I error rates. Further modifications of KS-CATSIB are necessary before the program is ready for full implementation. (Contains 3 tables and 13 references.) (Author/SLD)

ED 441 862 TM 030 898

Kalohn, John C.; Spray, Judith A.
Test Security and Item Exposure Control for Computer-Based Examinations: Performance of a Computerized Classification Test for Professional Certification.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; *Classification; *Computer Assisted Testing; *Licensing Examinations (Professions); Test Items; Test Use
IDENTIFIERS- *Item Exposure (Tests); Paper and Pencil Tests; Sequential Probability Ratio Test (Wald); *Test Security

A client of American College Testing, Inc. (ACT) decided to implement a computer-based testing program to replace their paper-pencil format for professional certification. This paper reports on the results of the developed test after 1 year's use, especially as the results relate to test security issues. ACT research shows that a variable length computerized classification test using the sequential probability ratio test worked well in retaining the estimated classification accuracy of the paper-pencil test. The developed examination consisted of a minimum of 100 scored items with a maximum of 120 scored items, with 25 pretest items administered throughout the examination. Scale scores were obtained on the total test and two subtest content domains using maximum likelihood estimates of theta after testing had ended. As of February 2000, 1,751 candidates had taken the examination, and of this number, 1,524 (87%) had passed the examination. These initial results, with about half of the expected candidate population tested, suggest that the item exposure control parameters that were calculated during the initial simulations worked appropriately. This conclusion is based on the assumption that the previous paper-pencil test-taking behavior will continue with the computerized version in that higher ability test-takers will take the examination in the fall and the less able will sit for the examination in the winter or spring. (SLD)

ED 441 863 TM 030 899

crimes and appeared in court mostly reported positive experiences. Two sidebars present innovative programs serving immigrant victims and promising findings. (SM)

ED 441 883 UD 033 548

Pellerin, Lisa A.
Urban Youth and Schooling: The Effect of School Climate on Student Disengagement and Dropout.
SPONS. AGENCY- American Educational Research Association, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.; National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Arlington, VA.; Jessie Ball DuPont Religious Charitable and Educational Fund, Jacksonville, FL.; North Carolina Univ., Chapel Hill.; Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Additional funding provided by the Royster Society of Fellows.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Adolescents; *Discipline; Dropout Rate; *Dropouts; *Educational Environment; High School Students; High Schools; Minority Group Children; Public Schools; Racial Differences; School Role; *Student Behavior; *Urban Education
IDENTIFIERS- *Student Disengagement

This study investigated the effects of schools' academic and disciplinary climates on student disengagement and dropping out, noting whether these effects varied by race/ethnic group. Data came from the High School Effectiveness Study (HSES), which allows contextual analysis of urban youth in their high schools, and the Common Core of Data, from the U.S. Department of Education. The final school sample size was 168. Student sample sizes were 3,927 for 12th grade disengagement analyses and 4,743 for dropout analyses. HSES provided student-level and school-level sampling weights. Race was the primary student-level variable. School-level variables were school problems, academic climate, truancy policy, and student body characteristics. For students who persisted to 12th grade, there were almost no race/ethnic differences in disengagement when 10th grade disengagement was controlled. Race differences in school effects disappeared after 10th grade, but only because more disengaged minority students disappeared from schools. There were significant differences among the race/ethnic groups in 10th grade disengagement levels. Higher socioeconomic status associated with lower dropout rate, and it created significant white-minority gaps. Students did best in authoritative schools and worst in neglecting schools. (Contains 65 references.) (SM)

ED 441 884 UD 033 549

Frey, William H.; DeVol, Ross C.
America's Demography in the New Century: Aging Baby Boomers and New Immigrants as Major Players. Milken Institute Policy Brief.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; *Enrollment Trends; *Ethnic Groups; Private Schools; Public Schools; *Racial Differences; *Racial Relations; *School Choice; State Legislation; Tables (Data)
IDENTIFIERS- *Milwaukee Parental Choice Program WI; Milwaukee Public Schools WI

This paper compares racial and ethnic enrollment in Milwaukee private schools between 1994-95, when the legislature expanded the Milwaukee Parental Choice Program (MPCP), and 1998-99, when the expansion was first implemented. While some predicted that more choice would worsen racial and ethnic segregation, researchers instead found that it contributed to a noticeable increase in racial and ethnic balance in private schools. Though the paper focuses on the impact of choice in private schools, it also presents comparative data on public school enrollment, suggesting that choice has had no major impact on overall racial and ethnic balance in the Milwaukee Public Schools. When the data are available for 1999-2000 and future years, it will be possible to assess the prediction that the voluntary school choice program will have a continuing positive impact on racial balance. An appendix presents raw data. (SM)

ED 441 904 UD 033 573

Fuller, Howard L.; Mitchell, George A.
Selective Admission Practices? Comparing the Milwaukee Public Schools and the Milwaukee Parental Choice Program. Current Education Issues 2000-01.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the Education Writers Association (St. Petersburg, FL, January 28-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; *Educational Vouchers; Elementary Secondary Education; *Enrollment Trends; Low Income Groups; Parents; *Private Schools; Public Schools; *School Choice; Special Education
IDENTIFIERS- *Milwaukee Parental Choice Program WI; *Milwaukee Public Schools WI

This study compared allowable admission practices in the Milwaukee Public Schools (MPS) and the Milwaukee Parental Choice Program (MPCP), the nation's oldest program of tax-supported K-12 school choice in private schools. The report identifies three misperceptions advanced by voucher opponents: private schools apply to MPCP students the same admission criteria used for other students; all public schools accept all students; and all public schools do not use selective criteria. The report concludes that Milwaukee's experience with this voucher program directly contradicts claims by voucher opponents regarding public and private school admission practices. It illustrates that targeted, tax-supported school voucher programs for low-income parents can provide essentially an open admission policy. The study did not evaluate allowable practices in other jurisdictions with tax-supported and privately-supported voucher programs, nor did it evaluate the merits of selective admission programs used by MPS or the prevalence of suicidal thoughts were not accompanied by changes in suicide attempts. Marijuana and cocaine use increased among high school students between 1991 and 1997, but more recent data indicate that the rates of substance abuse among students are leveling off or even declining. Some differences in risk taking were noted for age, grade, and gender. In general, high school students reported a shift toward less overall risk taking. Hispanic students were the exception. They did not experience the same shift towards less risk taking as other students. (Contains 4 tables, 1 box, 1 figure, and 17 endnotes.) (SLD)

ED 441 924 UD 033 597

Lindberg, Laura Duberstein; Boggess, Scott; Porter, Laura; Williams, Sean
Teen Risk-Taking: A Statistical Portrait.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Drinking; Drug Use; *Health Behavior; *High School Students; High Schools; Hispanic American Students; National Surveys; *Risk; Sexuality; Smoking; Suicide
IDENTIFIERS- *Risk Taking Behavior

This report provides a statistical portrait of teen participation in 10 of the most prevalent risk behaviors. It focuses on the overall participation in each behavior and in multiple risk taking. The booklet presents the overall incidence and patterns of teen involvement in the following risk behaviors: (1) regular alcohol use; (2) regular tobacco use; (3) other illegal drug use; (4) weapon carrying; (5) suicide attempts; (6) regular binge drinking; (7) marijuana use; (8) fighting; (9) suicidal thoughts; and (10) risky sexual activity. The complex picture that emerges shows that teens' overall involvement in risk taking has declined (except among Hispanic youth) during the past decade. Multiple risk teens, however, remain an important group responsible for most adolescent risk taking. The report covers three aspects of risk behaviors among teens: changes in risk taking over the past decade; incidence and patterns of multiple risk taking; and involvement of risk takers in positive activities. Data are based on three national surveys: the Youth Risk Behavior Surveys, the National Survey of Adolescent Males, and the National Longitudinal Study of Adolescent Health. (Contains 18 charts and 38 endnotes.) (SLD)

ED 441 925 UD 033 598

McAdams, Donald R.
Fighting To Save Our Urban Schools...and Winning! Lessons from Houston.
PUB DATE- 00
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Educational Administration; *Educational Change; Educational Finance; Elementary Secondary

"Research Methods: The Construct Validity of Self-Identity and Its Psychological Implications" (Jeffrey S. Tanaka, Angela Ebreo, Nancy Linn, and Osvaldo F. Morera); (3) "Families: Life-Span Socialization in a Cultural Context" (Barbara W. K. Yee, Larke N. Huang, and Angela Lew); (4) "Psychosocial Status of Children and Youths" (Lee C. Lee and Ginny Zhan); (5) "The Elderly: Their Stress, Coping, and Mental Health" (Paul T. P. Wong and K. Victor Ujimoto); (6) "Women" (Maria P. P. Root); (7) "Interracial Marriages: Where Are the Asian Americans and Where Are They Going?" (Harry H. L. Kitano, Diane C. Fujino, and Jane Takahashi Sato); (8) "Multiracial Americans; Changing the Face of Asian America" (Maria P. P. Root); (9) "Ethnic Identity" (David Sue, Winnie S. Mak, and Derald W. Sue); (10) "Academic Achievement and Performance" (Jayjia Hsia and Samuel S. Peng); (11) "Career Development and Vocational Behaviors" (Frederick T. L. Leong); (12) "Racism" (Kathleen Young and David T. Takeuchi); (13) "Internment and Intergenerational Relations" (Donna K. Nagata); (14) "Psychopathology" (Kevin M. Chun, Karen L. Eastman, Grace C. S. Wang, and Stanley S. Sue); (15) "Mental Health Services and Treatment" (Jean Lau Chin); (16) "Family Violence" (Joyce L. Lum); and (17) "Addictive Behaviors" (Nolan W. S. Zane and Jeannie Huh-Kim). (Each chapter contains references.) (SLD)

ED 441 945 UD 033 623

Pollard, Diane S., Ed.; Ajirotutu, Cheryl S., Ed.
African-Centered Schooling in Theory and Practice.
PUB DATE- 00
NOTE- 240p.; Foreword by Edgar Epps.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Afrocentrism; *Black Students; *Cultural Awareness; Elementary Education; Elementary Schools; Middle Schools; *Political Influences; Program Development; Program Implementation; Public Schools; Racial Differences; Urban Schools
IDENTIFIERS- African Americans

This book tells the story of two African-centered schools, an elementary school and a middle school, in an urban public school system. Both schools were originally conceived as "all male academies," but legal and political obstacles caused both to become coeducational, although still African-centered. The factors that affected the implementation of the school design are studied for each school. The chapters are: (1) "Historical, Social, and Cultural Contexts of the African American Immersion Schools"; (2) "A Portrait of the African American Immersion Elementary School"; (3) "A Portrait of the African American Immersion Middle School"; (4) "Transformations"; (5) "Surface to Deep Transformations"; (6) "Lessons Learned"; (7) "Talent Development, Cultural Deep Structure, and School Reform: Implications for African Immersion Initiatives" (A. Wade Boykin); (8) "'Island by Island We Must Go Across': Challenges from Language and Culture among African Americans" (Shirley Brice Heath); (9) "Culturally Relevant Pedagogy in African-Centered Schools: Possibilities for Progressive Educational Reform" (Gloria Ladson-Billings); and (10) "Afrocentric Education: Critical Questions for Further Considerations" (Jacqueline Jordan Irvine). Chapters 6 through 10 contain references. (SLD)

ED 441 946 UD 033 624

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; *Codes of Ethics; Day Care; *Early Childhood Education; Ethical Instruction; *Ethics; Foreign Countries; Integrity; Moral Issues; Moral Values; *Preschool Teachers; *Teacher Behavior
IDENTIFIERS- Australia; Caregiver Behavior; Professional Ethics

This issue of the Australian Early Childhood Association Research in Practice Series focuses on the ethical dilemmas encountered by those working in early childhood services in Australia. The booklet details some common ethical dilemmas and contains the text of the AECA Code of Ethics. The booklet includes background information on the code, including definitions of key words and phrases, and explains the basis for a code of ethics. The booklet further reminds early childhood professionals of what is important in working with young children and their families, with colleagues, in the community, and within the profession. The booklet also discusses the following questions concerning the code: (1) Why do we need one? (2) Who benefits from having a code? (3) How was it developed? (4) How is the code relevant to early childhood practitioners? (5) To whom does the code apply? (6) How does a code of ethics differ from a policy statement, regulations, or other legal obligations? (7) How will it be enforced? and (8) Is it fixed for all time? The booklet concludes that familiarity and use of the AECA Code of Ethics by all early childhood professionals will benefit the profession and the children who are the focus of the work of the profession. (KB)

ED 441 595 PS 028 603

Hayden, Jacqueline
Delegation: Win-Win Strategies for Managing Early Childhood Settings.
PUB DATE- 99
NOTE- 25p.; Theme issue. Published annually.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; *Day Care; Decision Making; *Early Childhood Education; Foreign Countries; Job Enrichment; Leadership Responsibility; Participative Decision Making; Personnel Evaluation; *Personnel Management; Professional Development; Staff Development; *Teacher Administrator Relationship; Work Environment
IDENTIFIERS- Australia; *Delegation of Authority; Delegation of Tasks; *Situational Leadership

This issue of the Australian Early Childhood Association Research in Practice Series provides staff management strategies for directors and others involved with the management of early childhood settings and suggests ways to effectively delegate authority and tasks in order to reduce administrative pressures and workload. The booklet presents three strategies to alleviate pressure on managers and enhance a nurturing environment for staff. Section 1 of the booklet describes the use of shared decision making and presents a step-by-step process for incorporating shared decision making in the early childhood setting. This section also details benefits of this approach and describes situations when it should not be used.

Materials; Screening Tests; Special Health Problems; State Programs

The current approach to dealing with childhood lead poisoning has led to repeated diagnoses of poisoning because such children are treated and then returned to their hazardous environments. This handbook, the third in a three-volume set, provides examples of specific materials currently or recently used in ongoing state and local childhood lead poisoning prevention programs, including educational pamphlets, abatement procedures, and data collection and analysis forms. Some of the materials are accompanied by evaluations from users in order to provide a context for their use, development, and evaluation. Materials are provided in the following areas: (1) definition of primary prevention; (2) needs assessment; (3) interagency materials; (4) program planning; (5) program evaluation; (6) screening and assessments; (7) laboratory testing; (8) inspection/sampling/risk assessment; (9) lead hazard control; (10) compliance and enforcement; (11) clearance; (12) waste disposal; (13) worker protection and training; (14) data collection and analysis; (15) continuing staff and professional education; (16) written materials for adults; (17) audio-visual materials for adults; (18) games, coloring books, etc. for children; (19) audio-visual materials for children; (20) community outreach; and (21) funding resources. (KB)

ED 441 614 PS 028 632

Guthrie, Anne M.; McLaine, Pat
Another Link in the Chain: State Policies and Practices for Case Management and Environmental Investigation for Lead-Poisoned Children.
SPONS. AGENCY- Teresa and H. John Heinz Foundation, Pittsburgh, PA.
PUB DATE- 99
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Caseworker Approach; Child Health; Children; Environmental Influences; Financial Support; *Lead Poisoning; Medical Services; National Surveys; Program Evaluation; Public Health; *Public Policy; Special Health Problems; *Standards
IDENTIFIERS- American Academy of Pediatrics; Case Management; Centers for Disease Control GA; Medicaid; State Policy

Policy and practice for screening children for lead poisoning have dominated the dialogue about the health care system's role in lead poisoning prevention, with little attention directed to how the health care system responds to a lead-poisoned child once identified. This report details a study of the case management and environmental investigation services now being provided in each state, the District of Columbia, and 15 of 17 selected local jurisdictions, thereby providing baseline information that will inform policy and program decisions at the state and national levels. The report provides information on lead poisoning, recommendations of the Centers for Disease Control and Prevention for screening and treatment, recommendations of the American Academy of Pediatrics, and information on Medicaid policy. Findings are reported and recommendations made in four areas: (1) initiating services, including state blood lead reporting systems and blood lead levels at which services are provided; (2) setting standards for services; (3) financing services, including Medicaid reimbursement issues; and (4) tracking and evaluating services. A glossary of abbreviations is appended. (KB) and less substance abuse and tobacco use by students; lower dropout rates and higher graduation rates; and higher and more varied extracurricular participation, which promotes academic success, better attendance, positive attitudes toward school, and enhanced social behavior. The themes of the other four articles are as follows: (1) Although state legislators often believe that school consolidation will save money, research has identified negative economic, social, and political effects of consolidation on rural communities; (2) In the aftermath of the violence at Columbine High School, it appeared that few people associated with the large school knew anything about the two murderers; (3) While urban educators are jumping on the small school bandwagon--opening new high schools and splitting existing ones into schools within a school--public policy in many states continues to promote a financing system that punishes small rural schools; and (4) Twenty-two major studies failed to show that larger schools had higher student achievement than smaller schools, and small schools in Nebraska and Vermont have performed as well or better than their larger counterparts. (Contains 10 references.) (SV)

ED 441 632 RC 022 405

Bailey, Jon; Preston, Kim
Big Trouble for Small Schools: An Analysis of the Effects of LB 806.
PUB DATE- 99
NOTE- 13p.; A report of the Nebraska Alliance for Rural Education. Partially underwritten by the Rural Challenge Policy Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; Rural Schools; School District Size; *School Districts; *Small Schools; *State Aid; State Legislation
IDENTIFIERS- *Nebraska

This paper compares state aid to each school system in Nebraska for school years 1997-98 and 1999-2000. State aid received in 1997-98 was the last before passage of LB-806, which set the current school funding formula. LB-1114, which caps local property tax levies, was adopted by the Legislature in 1996. The combined effects of these two laws determine the amount of local and state resources received by individual school systems. Analysis reveals that 90 school systems have lost 10 percent or more in state funding over the 2-year period. These school systems represent about 23,000 children, or about 9 percent of Nebraska's total school enrollment. The systems have lost nearly $15 million in state aid, money presumably not replaced by local property taxes. These school systems are generally small, with a median K-12 enrollment of 225 students, and high-performing, with a median high school completion rate of 97 percent. The vast majority of these school systems are in relatively densely populated areas of the state, in communities located relatively close together. This suggests that LB-806 and LB-1114 together provide an incentive for school systems in these areas to consider alternative structures such as consolidation or district unification. Policy recommendations are offered to maintain well performing, efficient, community-based schools. The 90 school systems are listed with their enrollments and losses in state aid. (SV)

ED 441 633 RC 022 406

demonstrate their sport and physical competencies. Although males and females differed in their sports preferences, basketball was a favorite of all Aboriginal students, regardless of gender or ability. All students reported positive expectations about their ability to perform well in sports in the future. However, the school did not meet student needs to develop their sports competence. The school's potential impact outweighed its actual impact on students' self-concepts and ultimately their self-esteem. Students reported that the competence they displayed in the sports setting and the feelings generated by their participation had a powerful bearing on their confidence to identify as Aboriginals and so produced positive feelings of pride, strength, and passion about themselves. Student self-esteem was boosted by feedback from non-Aboriginal children and teachers, sports awards, demonstrated sports competence, physical competence, and social competence. (Contains 35 references.) (SV)

ED 441 651   RC 022 458

Ruble, Christine
Kia Kaha: Improving Classroom Performance through Developing Cultural Awareness.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999.)
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cultural Education; Cultural Maintenance; Elementary Education; Elementary School Students; Foreign Countries; *Immersion Programs; *Instructional Innovation; Interpersonal Competence; Locus of Control; *Maori (People); *Nontraditional Education; Self Esteem
IDENTIFIERS- *New Zealand (Auckland)

A study of 24 Maori children in grades 3-6 who were invited to perform at a children's festival in Turkey and two control groups (control 1, n=24; control 2, n=23) of Maori children who did not participate in the festival examined the effect of an intense cultural program on children's self-esteem, locus of control, and academic performance. Literature related to adventure programs and developing ethnic identity was drawn upon extensively in structuring the Maori cultural training program. The study group and two control groups were pre-tested on a self-esteem scale, a locus of control scale, and a range of academic measures. Post-testing was completed 1 year later. A subgroup of the Maori children, their caregivers, and teachers was also interviewed regarding their experience of the program. The standardized testing showed that children in the Maori Culture Group made significant positive changes in self-esteem and locus of control, changes not matched in the control groups. Both parents and teachers noted developments in the social skills, confidence, and social maturity of the Maori children. Although the group activities were not theoretically related to the academic activities assessed by the standardized tests, a facilitative effect on academic achievement was suggested. Moreover, both the results of testing and the interviews with the Maori children, their caregivers, and teachers suggested positive developments in these children's academic performance, a more positive attitude toward school, improved organizational skills, and more time spent on their different in terms of sociomathematical norms. In one class in each country, students experienced mathematics on the basis of a rather fixed procedure that the teacher consistently emphasized. The students' mathematical ways of thinking and valuing were limited to finding out the pre-determined rules. In contrast, the students in the other classes learned mathematics on the basis of their own sense-making processes. A specific solution method or idea was scarcely emphasized over students' various ways of approaching a given mathematics problem. The students were continually engaged in significant mathematical processes by which they could develop an appreciation of characteristically mathematical ways of thinking, communicating, arguing, proving, and valuing. The similarities and differences between the two teaching practices within each country clearly indicate that students' learning opportunities do not arise from the general social norms of a classroom but from its sociomathematical norms. This study also supports the growing realization of the reform community that reforming mathematics teaching is neither a matter of changing the social structure of instruction nor of adding a few new techniques to an existing repertoire. (Contains 57 references.) (ASK)

ED 441 673 SE 063 558

Hammond, Lorie
Building a Mien American House: An Inter-Cultural Dialogue.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; Curriculum Development; *Educational Anthropology; Elementary Education; English (Second Language); Minority Groups; Science Instruction; *Sociolinguistics
IDENTIFIERS- Mien People; Vygotsky (Lev S)

This study applies an "anthropological" approach to science teaching in which language minority families work with mainstream educators in a community of learners in which traditional cultural knowledge and Western scientific knowledge blend in an inter-cultural dialogue about what should be taught. The particular context in this paper is a mainstream California elementary school as it interacts with a clan of Mien refugee families from Laos using a family literacy project and a school-community garden as inter-cultural spaces in which dialogue can occur. The target subjects are science and literacy as forwarded by the Bilingual Integrated Curriculum Project (BICOMP), a Title VII Academic Excellence Project for which the author served as disseminator/trainer during the course of this research. The focus of this paper is not on curriculum development, however, but on the inter-cultural dialogue that can occur when minority and majority voices join together to develop curricula appropriate for the children they both teach. This dialogue stands in contrast to standard forms of parent involvement, which either fail to involve language minority families or involve them only as recipients rather than generators of knowledge. (Contains 16 references.) (Author/YDS)

ED 441 695 SE 063 808

Panik, Cathy
TI-83 Graphing Calculator Keystroke Guide.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; *Graphing Calculators; Instructional Materials; Mathematics Activities; *Mathematics Instruction

This document presents keystrokes for the Texas Instrument (TI-83) graphing calculator. After presenting some basic TI-83 keystrokes, activities for student practice are listed. This is followed by keystrokes for TI-83 advanced functions such as evaluating function values, finding the zero of a function, finding the intersection of two graphs, graphing piecewise-defined functions, and multiplying matrices. (ASK)

ED 441 696 SE 063 812

Leonard, Jacqueline
From Monologue to Dialogue: Facilitating Classroom Debate in Mathematics Methods Courses.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Joint Annual Meeting of the School Science and Mathematics Association and the North Carolina Council of Teachers of Mathematics (Greensboro, North Carolina, September 30-October 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Modes; *Discussion (Teaching Technique); Higher Education; *Mathematics Instruction; *Preservice Teacher Education
IDENTIFIERS- *Mathematical Communication

The lecture is the primary method used to teach many college-level courses, including teacher education courses. While the lecture has its place, genuine classroom discussions can engage diverse learners in meaningful dialogue with their peers and/or the instructor. Learning to use different communicative forms is essential to promoting the ideals of mathematics reform. If prospective teachers are to become good facilitators of classroom discourse, they must be exposed to various discursive models in methods courses. In this study, the debate model was used to conduct teacher research in a mathematics methods course. The findings show that debate encourages different types of responses, helps students to develop convincing arguments, and allows teachers and students to learn from one another. Additional research is needed to show how engaging in mathematical discussions in methods courses helps pre-service teachers to become good facilitators of mathematical discourse. (Contains 15 references.) (Author/YDS)

ED 441 697 SE 063 821

Walker, Kimberly A.; Zeidler, Dana L.; Simmons, Michael L.; Ackett, Wayne A.
Multiple Views of the Nature of Science and Socio-Scientific Issues.
PUB DATE- 00

ED 441 718 SO 031 342

Nevada Academic Standards in the Arts: Theater.
PUB DATE- 99
NOTE- 35p.; For other Nevada Academic Standards in the Arts, see SO 031 341-343. For most current version, see Nevada State Department of Education Web site.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; Drama; Elementary Secondary Education; Public Schools; *State Standards; Student Educational Objectives; *Theater Arts
IDENTIFIERS- *Nevada; Student Performance Models

Nevada's five academic standards in theater arts call for certain educational objectives in grades 3 and 5, as well as in middle school and secondary school. Nevada's standards encompass all aspects of theater, from script writing, directing, and production to acting and creative thinking. The standards present performance level descriptors in grades 3, 5, 8, and 12. (BT)

ED 441 719 SO 031 343

Nevada Academic Standards in the Arts: Visual Arts.
PUB DATE- 99
NOTE- 36p.; For other Nevada Academic Standards in the Arts, see SO 031 341-342. For most current version, see Nevada State Department of Education Web site.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Art Appreciation; *Art Education; Benchmarking; Elementary Secondary Education; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Nevada; Student Performance Models

Nevada's six academic standards in the visual arts call for specific educational objectives in grades 3 and 5, as well as in middle school and secondary school. Nevada's standards relate to the knowledge and application of different art techniques and processes which promote understanding the visual arts in relation to history and culture. The standards present performance level descriptors for grades 3, 5, 8, and 12. (BT)

ED 441 720 SO 031 361

Okano, Kaori; Tsuchiya, Motonori
Education in Contemporary Japan: Inequality and Diversity.
PUB DATE- 99
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Context; *Educational Practices; Educational Research; Elementary Secondary Education; Ethnography; Foreign Countries; Japanese Culture; *School Culture; *Social Problems
IDENTIFIERS- *Japan

This book offers a balanced introduction to and examination of contemporary Japanese education that considers criticisms of Japanese schooling practices made by the participants themselves. While the post World War 2 system of schooling has way the controversies over the social studies reflected questions about the nature of intellectual activities. From 1899, the American Historical Association (AHA) urged high schools to offer separate and disciplined history courses to exercise the students' powers of memory, imagination, and judgment. In 1923-24, however, the AHA commissioned a study of teaching that reinforced the idea of a unified social studies integrating such disciplines as history, sociology, political science, and economics. In the first report for this commission, Charles Beard expressed a position that marked his career as a historian. Beard stated that social studies should equip students with the practical knowledge and the ideals to succeed in a changing world. Although some historians felt that Beard's model threatened the ideal of objectivity in historical studies, the College Entrance Examination Board adopted this aim in 1937. Although many historians refuted Beard's call to wider, more open approaches to history, his appeals mirrored what Leon C. Marshall and Rachel Marshall Goetz wanted the elementary and secondary students to acquire as they pursued the social studies. (Contains 20 references.) (BT)

ED 441 740 SO 031 799

de Cosson, Alex
The Hermeneutic Dialogic: Finding Patterns midst the "Aporia" of the Artist/Researcher/Teacher.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Hermeneutics; Interpretive Skills; *Reader Text Relationship; *Research Methodology
IDENTIFIERS- *Derrida (Jacques); Dialogical Thinking; *Meaning Construction; Praxis; Reflexives; Researcher Role

This paper considers one researcher's challenge of marking his progress in reading/studying Jacques Derrida's "Aporias" (1993) by what he calls the continual hermeneutic of making meaning. The paper places the "Aporias" reading in the setting of a weekly research group whose research cycle was creating meaning in and out of the work being done and the continuing dialogues with(in) it. One of the paper's segments consists of an (inter) texture al performative to be read with an 11-minute video from a 1-hour studio/gallery session edited into approximately seven minutes with four minutes of visual contextual framing entitled, "(Re)searching Sculpted 'Aporia': (Re)learning (Subverted-Knowing) through Praxis." The paper details the researcher's notations from his research journal written before the video sequence at the end of the second week of the gallery exhibition in January 2000. It documents the researcher's difficulty in "holding the three hats of artist/researcher/teacher" to stay afloat--teaching three courses, doing research, and being in the "aporia" of his praxis. The paper concludes that, without the reflexive researcher role, the relationship of the praxis to teaching would be lost from the conscious equation, from the place where it really matters, from the why of the entire thing--what it is--how this triality artist/researcher/teacher connects. (BT)

ED 441 741 SO 031 800

autobiographies, the students completed one more interview. This paper focuses on data from two of the participating students. Results indicated that the teacher ethic of caring was critical in the mathematics education of these African American students. Teacher availability was also essential to good mathematics teaching. Another characteristic that participants appreciated was teachers freely asking students questions and encouraging students to answer, responding in a respectful and patient manner. The students also appreciated teachers' willingness to explain and to answer and ask questions. (Contains 23 references.) (SM)

ED 441 761 SP 039 217

Nunez, Jean Ann; Karr-Kidwell, P. J.
Academic Benefits of Transitional Bilingual Education: A Literary Review, Staff Development, and Guidebook for Elementary Administrators and Educators.
PUB DATE- 00
NOTE- 115p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Students; Educational History; Elementary Education; Elementary School Teachers; English (Second Language); Faculty Development; Immersion Programs; Inservice Teacher Education; Language Proficiency; Limited English Speaking; Student Evaluation
IDENTIFIERS- *Transitional Bilingual Education

This paper provides a literature review, staff development information, and a guidebook for elementary administrators and educators that explains the academic benefits of Transitional Bilingual Education (TBE) for prekindergarten through fifth grade students. TBE allows limited English speaking students to learn a second language while being taught in their first language. The first section review related literature, discussing bilingual education versus English immersion; TBE; language proficiency assessment of limited English proficiency (LEP) students; academic assessment of LEP students; and administrative support for the bilingual program. The second section focuses on the need to establish guidelines to which bilingual education staff will adhere. The third section concludes that the effectiveness of TBE programs ultimately comes with the success of the students. This requires qualified, trained teachers and support staff. An appendix, which comprises the bulk of this document, presents information on TBE training programs. (Contains 70 references.) (SM)

ED 441 762 SP 039 218

Timperley, Helen; Ruble, Christine; Black, Judith; Stavert, Maree; Taylor-Patel, Cherie
What Happens in the Practicum: The Contribution of School-Based Practitioners to Teacher Education.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

Washington. Researchers collected information via interviews with Knight Scholars for over 5 years. Results indicate that the program was successful in its goals. Participants considered themselves transformed by the experience, believed they gained confidence in their own expertise, and were determined to make a difference. They considered themselves important role models for American Indian students and felt better prepared to bridge the cultural gap between school and community. They expressed concern about alcoholism, drugs, dropping out, gang activities among youth, and preservation of their native language and culture. They were committed to the concept that American Indian people must provide leadership in American Indian education. (Contains 23 references.) (SM)

ED 441 781　　　　SP 039 239

Schulte, Ann
Using Discussion in the Student Teaching Seminar To Facilitate Transformation.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Consciousness Raising; Critical Thinking; *Cultural Awareness; *Discussion (Teaching Technique); Diversity (Student); Elementary Secondary Education; Higher Education; Learning Theories; Preservice Teacher Education; *Social Change; *Student Teacher Attitudes; Student Teachers; Transformative Learning
IDENTIFIERS- Dominant Culture; Identity Formation; Reflective Thinking; University of Wisconsin Madison

This paper describes an action research project at the University of Wisconsin, Madison, that helps student teachers transform into teachers with developed cultural identities. Student teachers tend to be white, English-speaking females who are being prepared by educators much like them. The project encourages them to reflect on their beliefs about education and reconsider those that do not meet the social reconstructionist philosophy. Students are actively engaged in examining assumptions about themselves to impact how they understand their role and influence as teachers. Through seminar discussions, pre- and postobservation conferences, and informal communication with students, their teacher documents how and when they examine assumptions about themselves and how this shapes their beliefs about teachers, students, and schooling. Discussion is critical in helping students examine their beliefs and experiences. When facilitated appropriately, discussion helps the transformation process through critical reflection. This paper describes the seminar model of discussion used, concluding that using discussion is a significant step toward persuading student teachers to challenge their own beliefs and assumptions. The combination of field experiences in diverse settings and weekly discussions provides opportunities for students to examine what they believe and how that actually influences classroom activities. (Contains 33 references.) (SM)

ED 441 782　　　　SP 039 240

Making; *Teacher Collaboration; Teacher Educators
IDENTIFIERS- *Learning Communities

Many researchers recommend building community to promote K-12 school improvement, noting the importance of teachers experiencing community in teacher education. This paper examines the concept of a learning community in the context of teacher education. It describes a 2-year qualitative study of community in a master's degree program. The program is a four-semester, cohort-based program of graduate study for practicing teachers. Content is integrated over time rather than divided into specific courses. The program begins with an initial retreat designed to build personal and professional relationships. Participants work on negotiation, consensus building, coaching, reflection, collegiality, participative decision making, and celebration. Data collection involved two cohorts of participants (university faculty and K-5 teachers), including observations of events and processes, systematic written responses from teachers, interviews with faculty, faculty ratings of teachers, and artifacts collected over 27 months. Results from the data analysis provide information on what community is in teacher education, the role of community in teacher education, what contributes to community, and what the struggles are in a community. Findings suggest that learning communities in the context of a program based on constructivist principles serve a variety of roles. (Contains 28 references.) (SM)

ED 441 801 SP 039 259

Tran, MyLuong T.; Young, Russell L.; Mathison, Carla; Hahn, Brenda Terry
New Teacher Confidence: How Does It Develop?
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Teacher Attitudes; *Teacher Competencies; Teaching Skills
IDENTIFIERS- *Confidence

The purpose of this study was to investigate the confidence levels of new teachers and related factors. Seventy-seven first and second year teachers participating in a new teacher retention project filled out a survey. Teachers felt most confident in their communication with colleagues, sensitivity to the needs of a multicultural classroom, and classroom discipline. They felt least confident in the use of portfolio assessment, arrangement of optimal learning opportunities for all students, time management, assessment of individual students' abilities, and knowledge of science subject matter. Those who went through special education or bilingual education programs felt more confident than those who did not. Those who taught in the inner city were significantly more confident than those who taught in other environments. Confidence was not related to type of current classroom or setting for new teachers. Implications for teacher education programs are discussed. (Contains 12 references.) (Author/SM)

ED 441 802 SP 039 260

The twofold purpose of this study was to investigate the reliability and construct validity of scores on the Japanese version of an academic self-concept scale titled the Dimensions of Self-Concept (DOSC) Form H and ascertain any relationships between scores on the DOSC scale and selected demographic variables, including class, gender, and self-reporting academic achievement. Confirmatory factor analysis served as a method of investigation. The original English version of the DOSC scale is a 96-item self-report questionnaire comprising 6 subscales, each representing 1 of the 6 hypothesized dimensions of academic self-concept: (1) Level of Aspiration (ASP); (2) Anxiety (ANX); (3) Academic Interest and Satisfaction (AIAS); (4) Leadership and Initiative (LAI); (5) Identification versus Alienation (IA); and (6) Stress (STR). A total of 177 students at a small private college in Kanazawa, Japan completed the Japanese version of the measure. Internal consistency factor analysis revealed that among several alternative models, the a priori six-factor model afforded the best fit. Comparisons of scores by demographic variables revealed a significant difference between males and females on scores of the LAI subscale, between high achievers and low achievers on scores of the ASP, AIAS, and LAI subscales, and between freshmen and sophomores on scores of the ASP, AIAS, IA, and STR subscales. (Contains 3 tables and 22 references.) (Author/SLD)

ED 441 822 TM 030 856

Ormrod, Jeanne Ellis
Demonstrating the Concepts "Meaningful Learning" and "Elaboration."
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Prior Learning; *Teacher Education; Teaching Methods
IDENTIFIERS- *Elaboration; *Meaningful Learning

A teacher educator developed several exercises to illustrate the related concepts of "meaningful learning" (relating new information to prior knowledge) and "elaboration" (using prior knowledge to expand on new information and to make better sense of it). The exercises demonstrate that learning is easier and retention is better when learners can relate new information to things learners already know. Learners frequently impose meaning spontaneously on new material and use their prior knowledge to fill in missing details in ambiguous material. Learners also often have difficulty in distinguishing between ideas that they have read or heard in new material and ideas that they have constructed for themselves. Four activities that have been very effective in explaining these concepts are described, and masters for transparencies and a handout used in the activities are included. (SLD)

ED 441 823 TM 030 858

Nering, Michael L.; Bay, Luz G.; Meijer, Rob R.
Validity of Student Scores in the New Hampshire Educational Assessment and Improvement Program.
PUB DATE- 00

DESCRIPTORS- *Data Analysis; Elementary Secondary Education; *International Studies; Mathematical Models; *Mathematics Achievement; Sciences
IDENTIFIERS- *Hierarchical Linear Modeling; *Third International Mathematics and Science Study

Multilevel international data have been released from the Third International Mathematics and Science Study (TIMSS), providing an opportunity to apply multilevel modeling techniques in educational research. In this paper, TIMSS factors are classified in fixed and random categories according to the project design. Classifying fixed and random factors may help clarify the relevance of hierarchical linear modeling for TIMSS investigations. Relevant methods for the multilevel data analyses are discussed in light of the fundamental relationship between traditional dummy variable regression and hierarchical linear modeling. (SLD)

ED 441 844 TM 030 879

Yu, Chong-ho; Jannasch-Pennell, Angela; DiGangi, Samuel A.
Using Web-Based Linear Movies and Modularized Slide Shows for Teaching Statistics Courses: A Study of the Relationship between Knowledge Nature and Multimedia Type.
PUB DATE- 00
NOTE- 12p.; Figures may not reproduce adequately. Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Graduate Students; Higher Education; *Instructional Effectiveness; Knowledge Level; *Multimedia Instruction; *Statistics; Undergraduate Students; *World Wide Web

Previous research has indicated that without adequate background knowledge, statistical learners can miss important details and build up more misconceptions through interactive simulations. To rectify this situation, two types of multimedia with limited learner control were used in a Web-based statistical course: (1) linear digital movies; and (2) modularized slide shows. Participants were 36 graduate and undergraduate students. It was hypothesized that the instructional effectiveness in terms of correct understanding would be tied to the conceptual and procedural knowledge nature. An interaction effect of the media type and knowledge nature type was expected. Analysis of variance did not yield a significant result for the interaction effect but did yield a significant result for both media and knowledge effects. Although the movie approach did not yield benefits in terms of conceptual or procedural learning, benefits might have been inhibited by problems in the navigational interface. (Contains 6 figures and 30 references.) (SLD)

ED 441 845 TM 030 880

Adams, Joan E.; Adams, Alastair H.
Development of an Instrument To Evaluate School Level Environments in the Special Sector: The Special School Level Environment Questionnaire (SSLEQ).
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English

Education, Section J. Extracted from the 1999 New York State Statistical Yearbook. 24th Edition. Revised and Expanded.
PUB DATE- 99
NOTE- 43p.; In its: New York State Statistical Yearbook, 24th Edition. Revised and Expanded, p.319-359, 1999. For the 1996 section on Education, see ED 407 432.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Archives; Broadcast Television; College Students; Degrees (Academic); Dropouts; Educational Attainment; *Educational Finance; *Elementary Secondary Education; *Enrollment; Fine Arts; High School Graduates; *Higher Education; Libraries; Private Schools; Public Schools; Scholarships; *School Statistics; Student Loan Programs; Tables (Data); Tuition Grants; Yearbooks

This yearbook presents statistical information about the state of New York and its population as well as information on the five boroughs of New York City. The 41 tables of Section J describe education in New York state in the 1990s and contain information that makes it possible to compare these statistics with those from previous years and other states. Tables are grouped into the following categories: (1) fall enrollments in public and nonpublic elementary and secondary schools; (2) public school finances and professional positions; (3) high school graduates, college entrants, and dropout rates; (4) enrollments, degrees granted, and expenditures by institutions of higher education; (5) State University of New York enrollments, degrees granted, and employees; (6) tuition assistance, student loans, and scholarships and awards; (7) educational attainment; (8) libraries, archives, and museums; (9) support for the arts; and (10) public television and broadcasting. Data range from 1980 through 1998 with the focus on recent years. (SLD)

ED 441 864 TM 031 206

Kramer, Arthur; LaMar, Ansley W.
The Analysis of the General Studies Curriculum at a Public Urban University: What Worked and What Did Not.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the North East Association for Institutional Research (26th, Newport, RI, November 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Records; Administrators; College Faculty; *Curriculum; *Evaluation Methods; *General Education; Higher Education; Program Evaluation; Public Schools; Student Surveys; Teacher Surveys; *Undergraduate Students; Urban Schools

A study explicated the process used to assess the general education component of the undergraduate curriculum at a public urban university with about 6,000 undergraduates. Emphasis was placed on the components of the methodology that provided data useful for suggesting changes to the program and the aspects of the process that did not yield viable data. Study components were: (1) an analysis of graduates' transcripts; (2) an analysis of syllabi; (3) a course audit through a faculty questionnaire; (4) an academic profile developed through student test results; (5) a survey of 315 students; and (6) a survey of faculty and staff completed by 73 faculty members (39%). Most of the methods produced useful information, but the

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); Asian Americans; *Baby Boomers; Blacks; *Demography; Hispanic Americans; *Immigrants; Immigration; Migration; *Population Trends; Retirement; Tables (Data)
IDENTIFIERS- African Americans; California

America's demography in the new century will be affected by the aging baby boom generation and by new immigrants. Focus on just the national implications of aging baby boomers and the new immigrants is inadequate. This policy brief takes a regional perspective, examining recent trends and population statistics and making the case that aging baby boomers and new immigrants are creating regional demographic divisions that will be just as important as old distinctions such as city versus suburb or rural versus urban. The new demographic divisions will encompass entire metropolitan areas and states, distinguishing between melting pot regions and heartland regions. Section 1 of the report presents an "Introduction." Section 2, "Reaching the 'Tail of the Python'," focuses on "The 'Yuppie Elderly' among Today's Retirees"; "New Metro Growth Areas for Seniors"; and "When Boomers Become Seniors." Section 3, "Immigration and 'Multiple Melting Pots'," discusses "Immigrant and Domestic Migrant Magnets"; "Growing Ethnic Markets"; "Melting-Pot Metros"; and "California and the Rest of the West." Section 4, "Economic, Marketing and Political Implications," discusses "Baby Boomers as Retirees"; "Hispanics as Consumers"; and "Asian Consumers Emerge." Section 5 presents "New Regional Demographics." (Contains 39 references.) (SM)

ED 441 885 UD 033 550

Aguilar, Jill A.; MacGillivray, Laurie; Walker, Nancy T.
Latina Educators and Dominant School Discourse: The Costs of Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; *Cultural Differences; Educational Experience; Elementary Education; Elementary School Teachers; Females; Higher Education; *Hispanic Americans; *Literacy Education; Minority Group Teachers; Preservice Teacher Education; Sex Differences
IDENTIFIERS- *Latinos

This study analyzed cultural conflicts of Latina educators as reflected in descriptions of literacy learning at home and school and of their teacher education experiences. Tensions are examined in terms of conflicts between authoritative discourses and various strategies for negotiation that these educators used. The study was part of a larger project involving teachers and paraprofessionals at two large, urban California elementary schools with predominantly poor, Latino student populations. The larger project examined how Latinas' school experiences related to their instructional practices in their own classrooms. Data for this study include transcripts from two focus groups and 12 interviews. Participants were five prohibition in state law on using selection criteria in reviewing MPCP applications. Four attachments contain: the MPCP application form, MPS Program for the Academically Talented information form, MPS Golda Meir Gifted and Talented information form, and request for student records form used by the Public Schools Open Enrollment Program. (SM)

ED 441 905 UD 033 574

Fuller, Howard L.
The Continuing Struggle of African Americans for the Power To Make Real Educational Choices.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Symposium on Educational Options for African Americans (2nd, Milwaukee, WI, March 2-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Black Students; *Educational Opportunities; *Educational Vouchers; Elementary Secondary Education; *Equal Education; Low Income Groups; Parent Empowerment; Private Schools; Public Schools; *School Choice
IDENTIFIERS- *African Americans; Milwaukee Public Schools WI

This paper discusses the struggle of African Americans for more educational options (a battle also faced by other racial and ethnic groups). The debate is about who should have the primary power to determine where low-income, mostly African American students should attend school. The fundamental problem is that parents without the power to make educational choices lack an indispensable tool for helping their children secure an effective education. The paper reviews the struggle of African Americans for expanded educational opportunity; defines the educational crisis facing African Americans, who increasingly see the existing system of public schools as failing their children; and explains the double standard of those who value their own power to make educational choices but diminish its importance for low-income parents. It also uses Milwaukee's experience since 1976 with forced choice and since 1990 with real choice to describe how programs supposedly meant to expand choices for African Americans in fact denied them real choice and how tax-supported education vouchers have given real choice to thousands of low-income, predominantly African American families. The paper summarizes distortions that voucher opponents use to discredit this option. (Contains 40 references.) (SM)

ED 441 906 UD 033 575

Second Chances: Giving Kids a Chance To Make a Better Choice. Juvenile Justice Bulletin.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Childrens Rights; *Delinquent Rehabilitation; *Juvenile Courts; Youth Problems
IDENTIFIERS- *Juvenile Crime

In commemoration of the juvenile court's centennial, the Justice

Education; *Political Influences; *Urban Schools
IDENTIFIERS- *Houston Independent School District TX; *Reform Efforts

This book is the story of school reform in Houston, Texas, where student achievement has risen, the dropout rate has been reduced, and administrative costs have dropped. This first-person account, written by a participant in the successful reform process, outlines lessons for urban school reform from the Houston experience. The chapters are: (1) "The Battle for 'Beliefs and Visions'"; (2) "Empowering Houston's Schools"; (3) "The Great 32 Percent Tax Increase"; (4) "Neighborhood Wars"; (5) "The Long, Bumpy Road to Accountable Schools"; (6) "Some Accountability for Employees"; (7) "The Wonderful Cacophony of a Free People Disagreeing"; (8) "Decentralizing the School District"; (9) "Improving District Operations"; (10) "The Demise of the Reform Board"; (11) "The Voters Determine the Future of HISD"; (12) "Stop HISD Bonds"; (13) "228 Ways To Save a Bundle"; (14) "A New Beginning for HISD"; and (15) "Lessons from Houston." (Contains 252 references.) (SLD)

ED 441 926 UD 033 599

Ferguson, Dianne L.; Desjarlais, Audrey; Meyer, Gwen
Improving Education: The Promise of Inclusive Schooling.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Educational Improvement; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; *Special Education; Special Needs Students

Inclusion is an effort to make sure that all students benefit by becoming important and contributing members of their school communities. It is the attempt to make sure that students with disabilities go to school along with their friends and neighbors while also receiving the "specially designed instruction and support" they need to succeed as learners and to achieve with high standards. Inclusion is different from past efforts at mainstreaming and integration. Inclusive schooling practices embrace the idea that, since everyone is an individual, schools, teaching, and learning must be organized so that every student gets a learning experience that "fits." Inclusive schooling is compatible with many general education reform discussions. Suggestions are made for getting the most out of a visit to see an inclusive school in action in the "Visit Guide" section of this booklet. Part 1 of the "Visit Guide" guides the visitor through the visit and provides a framework for notes about the school. Part 2 helps the visitor take notes after the visit, think about them, and organize them into a clear picture of the school. (Contains 16 resources for further reading about inclusive education.) (SLD)

ED 441 927 UD 033 600

Wheelock, Anne
The Junior Great Books Program: Reading for Understanding in High-Poverty Urban Elementary Schools.

Datnow, Amanda; Castellano, Marisa
An "Inside" Look at Success for All: A Qualitative Study of Implementation and Teaching and Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Intervention; Educational Research; Elementary Education; Prevention; Program Implementation; Qualitative Research; Reading Achievement; *Reading Programs; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Success for All Program

This is the final report of a 2-year qualitative study of 3 elementary schools implementing the Success for All (SFA) program. Success for All is a research-based reform model that organizes resources to focus on prevention and early intervention to ensure that students succeed in reading throughout the elementary grades. Data were gathered in 61 interviews with school staff, 60 classroom observations, and relevant school documents. All three schools achieved full implementation of SFA, and all of the major components of the program were in place and mostly functioning as planned. Administrators influenced the adoption of SFA in all three schools. A number of positive outcomes were observed in the three schools. Student engagement in reading was high, and classroom instruction in reading was more effective than instruction in other academic subjects. Teachers had acquired new and valuable skills for teaching reading. Evidence was not found for other types of whole school changes, such as improved teacher collaboration, interest in reform in other areas, changes in governance, or changes in the relationships among administrators and staff. These outcomes, however, are not major goals of the SFA model. An appendix contains an overview of activities during the 90-minute SFA reading period. (Contains 2 figures and 43 references.) (SLD)

Section 2 of the booklet discusses situational leadership, a management technique involving working with staff according to their individual levels of confidence and competence at tasks. This section also describes issues involved in rating employees' levels of confidence and competence at tasks and the importance of selecting the appropriate level for each employee. Section 3 of the booklet describes the development and use of job enrichment statements to encourage innovation, creativity, and a positive, constantly evolving approach to any job within the early childhood setting. A sample job enrichment statement is included. (KB)

ED 441 596   PS 028 604

Fleer, Marilyn; Linke, Pam
Babies: Responding Appropriately to Infants.
PUB DATE- 99
NOTE- 25p.; Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attachment Behavior; *Caregiver Child Relationship; *Day Care; Early Childhood Education; Foreign Countries; *Infant Care; *Infants; Learning Activities; Teacher Behavior
IDENTIFIERS- Australia; Caregiver Behavior

This issue of the Australian Early Childhood Association Research in Practice Series discusses how educators can observe and respond appropriately to the infants in their care. The booklet examines the two major opportunities for early childhood educators that have been shown to influence outcomes for infants: (1) the opportunity to help infants make sense of their world; and (2) the opportunity to provide an emotionally sustaining environment to enable them to make the most of their learning capabilities. The booklet discusses using infant care tasks such as diaper changing and dressing to support development and features a range of interactional games for infants from birth to 3 months, 3 to 6 months, and 6 to 12 months. The booklet further describes relationship-building activities involving responsive communication, including imitation and turn taking, and considers the development of attachment relationships. The booklet also discusses cross-cultural issues. (Contains 13 references and resources.) (KB)

ED 441 597   PS 028 605

Dockett, Sue; Perry, Bob
Starting School: What Matters for Children, Parents, and Educators?
SPONS. AGENCY- Western Sydney Univ., Macarthur (Australia).; New South Wales Dept. of Training and Education Co-ordination, Darlinghurst (Australia).
PUB DATE- 99
NOTE- 25p.; Theme issue. Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

ED 441 615   PS 028 634

Rathbun, Amy H.; Walston, Jill T.; Hausken, Elvira Germino
Kindergarten Teachers' Use of Developmentally Appropriate Practices: Results from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Comparative Analysis; *Developmentally Appropriate Practices; Educational Practices; *Kindergarten; Longitudinal Studies; *Preschool Teachers; Primary Education; Private Schools; Public Schools; Student Evaluation; *Teacher Attitudes; Teacher Background; Teacher Student Relationship; Teacher Surveys; Teaching Experience
IDENTIFIERS- Early Childhood Longitudinal Survey

This longitudinal study examined the extent to which developmentally appropriate practices of teaching and evaluation are accepted and implemented in primary schools and the relationship of teacher educational background and experience with the use of these practices. Data were obtained from the Early Childhood Longitudinal Study kindergarten class of 1998-1999. The research design was guided by an ecological systems perspective, in which the child's physical, cognitive, and socio-emotional development are considered across multiple contexts. The total sample was comprised of 3,047 kindergarten teachers from public and private schools. Findings revealed that half-day teachers spent 3.5 hours and full-day teachers spent 5 hours per day in instructional activities. Half- and full-day teachers spent similar proportions of time in different grouping arrangements, with teacher-directed whole-class grouping comprising the greatest portion of the instructional day. Numerous differences were reported between public and private elementary schools, including proportion of time in teacher-directed whole-class instruction. The majority of kindergarten teachers reported having several activity centers in their classrooms, with differences related to type of school (public versus private), teachers' education level, and teachers' certification area. Teachers were more likely to favor ratings that compared a child's performance with prior performance and that evaluated a child's effort over ratings that compared performance with peers or outside standards. Only type of school (public versus private) was related to type of student evaluation preferred by the teacher. (Contains 12 references.) (KB)

ED 441 616   PS 028 635

Theilheimer, Rachel
....More of a Puzzle Piece: Early Childhood Students, Literacy and Families from Diverse Backgrounds.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Funk, Patricia E.; Bailey, Jon
Small Schools, Big Results: Nebraska High School Completion and Postsecondary Enrollment Rates by Size of School District.
PUB DATE- 99
NOTE- 13p.; A report of the Nebraska Alliance for Rural Education. Partially underwritten by a grant from the Rural Challenge Policy Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Attendance; Dropouts; *Educational Attainment; Educational Equity (Finance); *Efficiency; High Schools; Higher Education; Outcomes of Education; School Districts; *School Size; *Small Schools; State Aid
IDENTIFIERS- *Graduation Rates; *Nebraska

Current school finance policy in Nebraska rests on the premise that higher costs due to small school size should not be subsidized by state funds unless there is no consolidation alternative. This report aims to reframe the school size debate by demonstrating the excellent performance of Nebraska's small schools in high school completion and postsecondary enrollment rates and by offering an alternative measure of cost efficiency that includes student outcomes. Analysis of school data from 1991-92 through 1994-95 and postsecondary data, 1990-98, reveals the following: (1) high schools with less than 100 students had average graduation rates of 97 percent, compared to 85 percent statewide; (2) high school completion rates were lowest for high schools whose size was considered most "efficient" (600-999 students); (3) Nebraska postsecondary institution enrollment rates were 73 percent in counties with average high school enrollments of less than 70 students and 70 percent in counties with average high school enrollments of 600-999 students; and (4) the percentage of students completing high school and enrolling in a Nebraska college was 25 percent higher for counties with the smallest schools, compared to counties with the largest schools. The so-called "inefficiencies" of small schools are greatly reduced when calculated on the basis of cost per graduate, and virtually disappear when the social costs of non-graduates and the positive societal impact of college-educated citizens are considered. Recommendations for the Nebraska school funding formula are offered. (SV)

ED 441 634 RC 022 408

Rittenmeyer, Steven D.
Student Suicide and Illinois' Small Schools: Breaking the Silence.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; Counselor Training; *Court Litigation; Elementary Secondary Education; *Legal Responsibility; Prevention; *Rural Schools; School District Size; *School Districts; State Surveys; *Suicide
IDENTIFIERS- Adolescent Suicide; *Illinois; *Suicide Prevention; Training Needs

Suicide is the fourth leading cause of death among American youth aged 5-24, and small and rural school districts must recognize and address this growing phenomenon. A survey of 462 Illinois principals reported 133 student suicides during the 5-year study period. Small school districts comprised 6 percent of homework. (Contains 37 references and 6 tables.) (TD)

ED 441 652 RC 022 459

Figueroa, Richard A.; Hernandez, Sonia
Testing Hispanic Students in the United States: Technical and Policy Issues.
PUB DATE- 00
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Accountability; Achievement Tests; *Bilingual Students; Educational Assessment; Educational Diagnosis; *Educational Testing; Elementary Secondary Education; *Hispanic American Students; Limited English Speaking; Mexican American Education; Special Education; Student Evaluation; *Test Bias; *Testing Problems

In the rush to implement world-class standards supported by systems of accountability in public schools, education leaders have compromised the educational future of Hispanic students by making high-stakes decisions based on inaccurate and inadequate testing information. State policies often require that Hispanic students be assessed in English with tests they don't understand or in Spanish with alternative but less rigorous tests, whether or not they are receiving instruction in Spanish. Neither approach produces accurate information about student learning, but the results are often used to hold students, rather than educators or the public school systems accountable. Where exemptions from testing exist, Hispanics disappear from accountability systems. This report aims to bring attention to the growing crisis of "invisible" Hispanic students and provide guidance on rectifying the conditions that allow Hispanic students to be wrongly measured and unaccounted for in their own schools. Chapters cover: (1) basic questions about cultural and linguistic influences on test scores; (2) historical context of educational and psychometric testing of linguistic and cultural minority groups; (3) standards for educational and psychological testing and Office for Civil Rights guidelines; (4) six sources of test bias with Hispanic test-takers; (5) Hispanic performance on achievement tests and efforts by the National Research Council to address the testing of English language learners; (6) diagnostic testing for special education; (7) other types of testing; and (8) a summary of 7 options for the testing of Hispanic children, followed by 18 recommendations to the Office for Civil Rights, educators, and researchers. An appendix contains standards for testing individuals of diverse linguistic backgrounds. (Contains approximately 180 references.) (SV)

ED 441 653 RC 022 460

Carney, Cary Michael
Native American Higher Education in the United States.
PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Acculturation; *American Indian Education; American Indian History; Colleges; Educational History; Federal Indian Relationship; *Higher Education; *Tribally Controlled Education; Trust Responsibility (Government); United States

ED 441 674 SE 063 559

Lin, Pi-Jen
Professional Development for Elementary Mathematics Teachers in Taiwan.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Education; *Faculty Development; Foreign Countries; Higher Education; Mathematics Curriculum; *Mathematics Teachers; *Preservice Teacher Education; Reflective Teaching
IDENTIFIERS- *Taiwan

This paper offers a brief description of the Taiwanese elementary school system. It also outlines the current teacher training system, emphasizing the differences between the old "Normal Education Art" and the new "Teacher Education Art". One section describes the three major reforms that Taiwan's mathematics curriculum has undergone in the last three decades. Another section proposes two approaches aimed at assisting teachers in effectively dealing with reforms in mathematics education, and describes the effect of these reforms on teacher development. The paper states that developing cases of teaching was found to be a rich vehicle through which to facilitate teachers' reflective thinking. In addition, cases of teaching can serve as prototypes for developing essential knowledge about teaching events and can be used as precedents to provide occasions to practice analysis. Analyzing children's solution patterns contributes to a better understanding of their thinking. Furthermore, group discussion provides a forum for debate and reflections. Social interactions, cognitive conflicts, and reflections upon research are catalysts for developing teachers' knowledge. The sharing of beliefs and experiences among teachers on a collaborative team serves teaching practice and supports change in teachers' beliefs and conceptualization of mathematics teaching and learning. (Contains 13 references.) (ASK)

ED 441 675 SE 063 560

Telese, James A.
School Algebra Reform: Meeting the Grade?
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Case Studies; Cultural Influences; High School Students; High Schools; *Hispanic American Students; *Mathematics Achievement; Mathematics Instruction; *Mexican American Education; *Teaching Methods

This paper reports on a case study that was conducted at five high schools from a large, urban school district located in South Texas. The purpose of the study was to gain an

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; College Seniors; *Critical Thinking; Earth Science; *Epistemology; Grade 10; Grade 9; High Schools; Physics; Preservice Teachers; Science Education; *Scientific Literacy; Scientific Principles; Scientific Research; Thinking Skills
IDENTIFIERS- Spearman Rank Correlation Coefficient

The purpose of this study was to investigate the relationships between students' conceptions of the nature of science and their reactions to evidence that challenged their beliefs about socio-scientific issues. The study used 248 students from 9th and 10th grade general science classes, 11th and 12th grade honors biology, honors science, and physics classes, and senior level college preservice science education classes. Students responded to questions aimed at revealing their epistemological views of the nature of science and their belief convictions on selected socio-scientific issues. A smaller sub-set of students was selected based on varying degrees of belief convictions about the socio-scientific issues and selected students paired to discuss their reasoning related to those issues while being exposed to anomalous data and information from each other and in response to epistemological probes of an interviewer. A qualitative design that entailed the derivation of taxonomic categories through discourse analysis utilizing samples of fallacious reasoning, conceptions of science, and sample performance of thought as a result of dialogic interaction was utilized. Additionally, appropriate nonparametric tests were performed to examine whether paired discourse resulted in changing belief convictions. By engaging students in discourse on socio-scientific issues, this study was aimed at elucidating how students' conceptions of the nature of science are reflected in their dialogic reasoning on moral and ethical issues. Taxonomic categories and samples of thought are presented and discussed, and implications for science education are addressed. (Contains 31 references.) (Author/ASK)

ED 441 698 SE 063 822

Perkins, David N.; Grotzer, Tina A.
Models and Moves: Focusing on Dimensions of Causal Complexity To Achieve Deeper Scientific Understanding.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 24p.; Based on the work of the Understandings of Consequence Project. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). For a related paper on the Understandings of Consequence Project, see SE 063 823.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; College Students; Ecology; Electric Circuits; Evolution; Higher Education; *Inquiry; *Models; Science Education; *Scientific Concepts
IDENTIFIERS- Food Webs; National Science Foundation; Natural Selection

provided valuable ingredients for economic success, the book argues that these have been accompanied by unfavorable developments, such as excessively competitive examinations for entry into schools, stifling uniformity, bullying, and monoculturalist orientations that undervalue non-Japanese ethnicity and foster the development of a distorted world view for mainstream children. The book examines the main developments of modern schooling in Japan, from the beginning of the Meiji era up to the present, including analysis of the most recent reforms. By drawing extensively on detailed ethnographic studies and interviews with students and teachers, the book shows the diversity of school experiences and develops a new picture of the role that schooling plays for individuals and the wider society. As a study of the issues of social inequality and the scope for autonomy within the Japanese education system, the book will be useful for students and educators alike. (Contains 10 figures, 11 tables, 22 case studies, and extensive references.) (BT)

ED 441 721 SO 031 365

Christensen, Lois M.
Technological Change in Written Information.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (77th, Cincinnati, OH, November 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancient History; Intermediate Grades; *Printing; *Social Studies; Student Educational Objectives; Technological Advancement; Thematic Approach; *Written Language
IDENTIFIERS- *Technological Change; *Technology Integration

This paper presents an introductory lesson for elementary learners to construct ideas about how print began and about the media upon which it was recorded. In the lesson's introduction, students examine the present state and constant flow of print to which people are exposed, focusing primarily on the technology of the computer. Students examine the print and writing of ancient civilizations, exploring the Egyptians and their hieroglyphs and the Persians and their early cuneiform text. A variety of print media used during the subsequent historical periods is presented to the students. The children are given autonomy to choose ideas for research and to create peer learning centers that focus on print as an ever changing technology. The lesson meets four National Council for the Social Studies standards for social studies; lists six educational objectives; provides additional information; and gives detailed procedures and assessment methods. The unit also suggests related topics and pertinent issues about the evolution of printed information. (BT)

ED 441 722 SO 031 426

Rienzo, Jenny I.
Veracruz: A Look at Its Diverse History. Fulbright-Hays Summer Seminar Abroad Program, 1999 (Mexico).
PUB DATE- 99
NOTE- 41p.; Sections in the excerpt from "Encyclopedia of Mexico"

Seltsinger, Anne M.; Felner, Robert D.
By Whom and How Is Service-Learning Implemented in Middle Level Schools: A Study of Opportunity-to-Learn Conditions and Practices.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; Classroom Techniques; *Educational Improvement; Educational Practices; Educational Research; Middle School Students; Middle Schools; *Service Learning; Social Studies; *Teacher Attitudes
IDENTIFIERS- Opportunity to Learn; *Teacher Knowledge

National standards call for increased focus on meaningful teaching and learning that is developmentally appropriate and helps all students reach proficiency not only in basic skills but also in higher order thinking skills and real-world application of skills. Among recommendations for including real-world experiences into students' education is service-learning (SL). The paucity of research and mixed findings on academic outcomes from K-12 SL lead to an examination of opportunity-to-learn conditions and practices in 271 middle-level schools in 16 states involved in documenting school improvement to find out by whom and how SL was implemented. Although most teachers believed SL was essential to effective education, they used the strategies infrequently. Yet a group of teachers did use these strategies on a regular basis. SL was used more regularly by knowledgeable, experienced teachers with more professional knowledge of the national and state curriculum standards and the issues related to adolescent development. Questions for further research include the structural/organizational characteristics of the schools where the strategies of service-learning were used more frequently; the differences, if at all, in the school climate; and the types of decision-making opportunities available to these teachers. (Contains 7 tables of data, 2 figures, 3 endnotes, and 70 references.) (Author/BT)

ED 441 742 SO 031 801

May, Stephen
Multiculturalism in the 21st Century: Challenges and Possibilities.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Futures (of Society); *Multicultural Education; *Political Issues; Postmodernism
IDENTIFIERS- Educational Issues; Identity Formation; *Theoretical Orientation

This paper outlines, at a general theoretical level, what are seen as the key issues that are facing multiculturalism and, by implication, multicultural education as the world moves into the 21st century. The paper contends that it is necessary to

2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; *Mentors; *Practicums; Preservice Teacher Education; Professional Training; Student Teachers
IDENTIFIERS- New Zealand

Student teachers spend a high proportion of their time in schools as part of their preservice training. Concern has been expressed about moves to increase this time, because it appears that much of what occurs in the schools more closely resembles a teacher training model than one of teacher education. This study sought to investigate whether school-based mentors who had been trained in principles of teacher education more closely resembled teacher educators in the activities undertaken and the interactions they had with their student teachers than did their untrained counterparts. Measures were developed to distinguish teacher education activities from those of teacher training. Three of the four mentors who participated in the study defined their roles in ways more consistent with teacher education than did their untrained counterparts and scored more highly on the measures developed for the study. Implications for teacher education are discussed. (Contains 19 references.) (Author/SM)

ED 441 763 SP 039 219

Craven, Rhonda G.; Marsh, Herbert W.; Debus, Raymond L.
Teacher-Administered Self-Concept Interventions: Do Diffusion Effects Exist?
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Control Groups; *Diffusion (Communication); Elementary Education; Elementary School Students; Experimental Groups; Foreign Countries; *Research Methodology; *Self Concept Measures; Student Attitudes
IDENTIFIERS- Australia (Sydney)

Within-class experimental designs (with experimental and control groups in the same classroom) are subject to diffusion effects whereby both experimental and control students benefit from the intervention, thereby contaminating the control group and biasing evaluations of intervention effects. In support of diffusion effects, this study shows that a classroom intervention resulted in systematically higher academic self-concepts for internal (within class) controls compared to external (between class) control groups. The construct validity of the interpretation of this difference as a diffusion effect was supported by observer and teacher comments and ratings of teacher success in focusing the intervention on experimental students and different patterns of results for teachers who were more or less successful in maintaining this focus. Potential dangers in sole reliance on internal within-class control groups may outweigh advantages of this expedient experimental design. (Contains 19 references.) (Author/SM)

Allen, Ruth M.; Casbergue, Renee M.
Impact of Teachers' Recall on Their Effectiveness in Mentoring Novice Teachers: The Unexpected Prowess of the Transitional Stage in the Continuum from Novice to Expert.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Elementary Education; Elementary School Teachers; Higher Education; *Mentors; Preservice Teacher Education; *Recall (Psychology); Reflective Teaching; Student Behavior; Teacher Behavior; *Teaching Experience
IDENTIFIERS- Reflective Thinking

This study examined the evolution of the accuracy/thoroughness of novice through expert teachers' recall of their own and their students' specific classroom behaviors, investigating the relationship of their recall to the frequency and levels of their reflection and using findings to determine the impact of their recall on their effectiveness in mentoring novices. Participants included three groups of elementary teachers: (1) four novices (student teachers just beginning actual teaching); (2) five transition group teachers (teachers with 1-6.5 years experience); and (3) three experts (teachers with 10-30 years experience). Teachers were observed teaching for one class period. In an interview following the observation, teachers recalled their own and their students' specific classroom behaviors. Each recall was compared to observations to determine the accuracy and thoroughness of the recall. Infrequent inaccuracies in recall were noted in novices through teachers with 1-3.5 years experience. The teacher with 6.5 years experience and the experts exhibited accurate recall. A continuum was observed from general recall that lacked thoroughness (novices) through very specific and thorough recall (transition group) to general and less thorough recall (experts). Teachers' elaborations suggested reflection at three levels of reflectivity, with teachers emphasizing different levels and exhibiting different consistencies of reflection. (Contains 32 references.) (SM)

ED 441 783 SP 039 241

Wotherspoon, Terry
Teachers' Work in Canadian Aboriginal Communities.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Canada Natives; Cultural Awareness; Cultural Influences; *Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Foreign Countries; *Indigenous Populations
IDENTIFIERS- Canada

This paper focuses on teachers' work in western Canadian communities that have substantial populations of Aboriginal

Novak, Dori E.
Help! It's an Indoor Recess Day.
PUB DATE- 00
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Games; Creative Activities; Elementary Education; *Play; *Recess Breaks; *Recreational Activities

This book provides a collection of easy-to-implement ideas and creative strategies designed to help teachers manage indoor recess by developing temporary playrooms. Chapter 1 helps teachers make a good assessment of the present situation. Chapter 2 encourages teachers to take heart, no matter how frustrated they may have been in the past, and consider a new way of looking at the situation. Chapter 3 introduces a four-corners, step-by-step approach to managing indoor recess. Chapters 4, 5, and 6 explain how to accommodate different play styles and interests by creating special areas that are stocked with rainy day activities (engrossing games, creative pursuits, and quiet activities). Chapter 7 discusses a special area of the room, called the time-out corner, where children who have temporarily lost control of themselves can regain composure with dignity. Chapter 8 explains how the teacher can introduce the new system to students, monitor implementation, and correct any problems. Chapter 9 provides a variety of ideas for additional activity areas, with suggestions for their location, setup, and use. Chapter 10 takes a more in-depth look at what it takes to keep the system fresh and fun over time. (SM)

ED 441 803 SP 039 261

Kelchtermans, Geert; Ballet, Katrijn
Developing Micro-Political Literacy: A Narrative-Biographical Study on Teacher Development.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Education; Elementary School Teachers; Foreign Countries; Personal Narratives; *Teaching Experience
IDENTIFIERS- Belgium; Teacher Socialization

This study used the narrative-biographical and micro-political perspectives as a theoretical framework to explore how beginning teachers experienced the induction phase, focusing on their experience with professional socialization and ways in which they were confronted with the micro-political realities of schools during induction. Participants were 14 beginning teachers in Flemish primary schools who had been teaching for a minimum of 3 and a maximum of 5 years. Using questionnaires and interviews, respondents reflected on their careers and narratively shared their experiences and the meaning they took from them. Data analysis indicates that micro-politics encompassed both struggle and conflict and collaboration and coalition building. Results are presented according to different categories of interest and how they determined the

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Responses; *Scores; State Programs; *Testing Problems; Testing Programs; *Validity
IDENTIFIERS- Low Stakes Tests; New Hampshire; *New Hampshire Educational Improve and Assess Prog; *Repeating Response Tendency

In state assessment programs in which performance has no real immediate consequence for the individual examinee, the issue of examinee motivation arises. Some examinees may respond to questions in ways that do not reflect their real knowledge of the test domain. In this study, a new approach was developed to identify students who have responded to questions in a way that does not reflect their knowledge adequately. The new method was designed to detect examinees that responded according to some repeating pattern. The new method was then compared to two indices previously developed by Drasgow, Levine, and Williams (1985) using data from New Hampshire's statewide mathematics assessment for 16,630, 16,387, and 14,445 students from grades 3, 6, and 10 respectively. These indices were found to be distributed in a manner that was more or less expected, something that suggests that the indices may be useful in detecting examinees that are responding in a way not in accord with the underlying test model. However, results suggest that these indices will only occasionally detect responding according to a repeating pattern. Use of the new method, called the PM method, to detect responding in a repeated pattern is supported by the study. (Contains 8 tables and 23 references.) (SLD)

ED 441 824 TM 030 859

O'Sullivan, Rita G.; Page, Bethany
Collaborative Evaluation of Schools Attuned.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Elementary Secondary Education; *Evaluation Methods; *Professional Development; Program Evaluation
IDENTIFIERS- *North Carolina

North Carolina's Schools Attuned program offers teachers an instructional approach that helps increase students' classroom success by assessing strengths and weaknesses that influence learning. Approximately 400 teachers participated in the program's first year, 1998-1999, and an additional 400 began training in 1999-2000. Teams of teachers from a school receive intensive training in the summer, followed by monthly meetings during the school year. In the first program year, the evaluation team worked closely with program developers to refine the evaluation design and determine measurement strategies. During the second implementation year, evaluators are continuing to document the implementation process while

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Learning Disabilities; Mainstreaming; Measurement Techniques; Special Education; *Special Education Teachers; *Teaching Methods
IDENTIFIERS- England

Increased interest in research into school level environment has not been extended to special education in the United Kingdom, but J. E. Adams (1998) found evidence that differences in pedagogic practice between schools for children with moderate learning disability (MLD) and severe learning disability (SLD) were in part attributable to school level climate. In order to find a method more parsimonious of time than detailed qualitative study, an instrument, the Special School Level Environment Questionnaire (SSLEQ), was developed to identify differences between varying special settings. A 50-item questionnaire was sent to teachers in MLD (n=24), SLD (n=27), and inclusive mainstream schools (n=22) in the north of England. The rank sum test was used to test significance of differences between scores for the three types of schools for each of the seven dimensions of the SSLEQ. Significant differences were found more commonly between the special sector and mainstream settings and existed in the dimensions of special purpose, individualization, and empowerment. The highest level of individualization, considered a positive aspect of the environment both in research and by central government, was found in SLD schools and the lowest in inclusive settings. There is a need to reconcile these two aspects of policy if "best practice" is to be perpetuated in mainstream settings. (Contains 2 tables, 2 figures, and 23 references.) (Author/SLD)

ED 441 846 TM 030 881

Owen, John Alexander
The Multivariable Relationship between Student Characteristics at Medical School Interview, Interviewer Predictions of Career Plans, and Student Career Plans at Graduation.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Career Planning; Higher Education; *Interviews; *Medical Students; *Prediction; Professional Education; Regression (Statistics); *Student Characteristics

The multivariable relationship between interviewer predictions of future career plans of applicants to medical school and students' characteristics at the time of their interviews was studied. The study also sought to determine the multivariable relationship between students' stated career plans at graduation and their characteristics at the time of the admissions interview. Variables that described the characteristics of applications who ultimately became members of the entering classes of 1990, 1991, 1992, and 1993 were obtained from student records. Thirteen members of the admissions committee reviewed one-page summaries of these transcript analysis and the administrative analysis required more time than had been allocated to carry out the complete study. The course audit, analysis of syllabi, and student and faculty surveys provided useful information about the general studies courses, but there were problems in timing and communication in the latter. Overall, it was apparent that multifaceted analyses gave a more complete picture of the effectiveness of the program. (SLD)

ED 441 865 TM 031 207

Porter, Stephen R.
Can Statistical Modeling Increase Annual Fund Performance? An Experiment at the University of Maryland, College Park.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual CASE/AIR Conference (3rd, St. Louis, MO, April 3-4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; *Donors; Fund Raising; *Mathematical Models; Participation; *Prediction; Private Financial Support; *Statistical Analysis
IDENTIFIERS- *University of Maryland College Park

Annual funds face pressures to contact all alumni to maximize participation, but these efforts are costly. This paper uses a logistic regression model to predict likely donors among alumni from the College of Arts & Humanities at the University of Maryland, College Park. Alumni were grouped according to their predicted probability of donating and then solicited for contributions during the current year's Annual Fund drive. Differences in donation rates between likely and unlikely donors were not statistically significant. Possible reasons for this null result are discussed. (Contains 1 figure, 4 tables, and 20 references.) (Author/SLD)

ED 441 866 TM 031 208

Lobato, Joanne; Bowers, Janet
Three Perspectives in Research on Functions: Multi-Representational, Quantitative, and Phenomenological.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Functions (Mathematics); *Junior High School Students; Junior High Schools; *Learning; *Phenomenology; *Research Methodology
IDENTIFIERS- *Representational Thinking

Much research on student understanding of functions has been characterized by a "multi-representational" perspective that investigates students' efforts to make connections among conventionally accepted mathematical representations such as graphs, tables, and equations. In contrast, a "quantitative" perspective explores students' efforts to identify the quantities and relationships between quantities in a function, and a "phenomenological" perspective considers the social and experiential aspects inherent in students' learning bilingual, biliterate teachers at each school. Interviews and focus groups examined teachers' memories of learning to read, both at home and school, and teachers' experiences in higher education and teacher preparation. Results highlight: conflicts (e.g., never getting the necessary support, gender issues, and clashes between values of differing discourses of home and school); discourses surrounding the tensions (who educated people are, with whom educated people associate, and what counts as evidence of education); and Latinas' strategic responses (silence or distancing and internalization or adoption of school values and perspectives). (Contains 13 references.) (SM)

ED 441 886   UD 033 551

Belhachmi, Zakia
Multiculturalism and Interculturalism in Quebec: Between Myth and Reality.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Pluralism; Democracy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Liberalism; *Multicultural Education
IDENTIFIERS- Quebec

This paper discusses procedural liberalism as the main obstacle to democratic, pluralist cultural and educational practice in Quebec, Canada, arguing that institutional-level procedural liberalism promotes the status quo and precludes the democratic practice of intercultural education. It attributes this status quo to: (1) the Quebec government's definition of and policy on pluralism and its much-contested cultural orientations of "la culture de concergence"; and (2) the Ministry of Education's lack of an explicit intercultural education policy. This has led to a cultural pluralist model of a "no man's land" that manifested itself in the mid-1980s into a de facto multiculturalism in reality focused on integration combined with a politicized rhetoric of interculturalism in educational milieux. To illustrate this inherent ambiguity in Quebec's model of pluralism and its policy of occulation in intercultural education, the paper describes the replication of Quebec's institutional pluralism in the educational system and enforcement of the essentialist ideology of "la culture publique commune" in university-level research practices since the late 1980s. It highlights research on multicultural and intercultural studies at the University of Montreal as a sample of the transfer of the essentialist ideology of "la culture publique commune" in scientific research. (Contains 28 references.) (SM)

ED 441 887   UD 033 553

Layzer, Carolyn
Strategic Sisterhood in a Latina Sorority: Affiliation, Recognition, and Solidarity.
PUB DATE- 00
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Policy Institute of the Center on Juvenile and Criminal Justice and the Children and Family Justice Center of Northwestern University School of Law profiled 25 individuals who were petitioned into juvenile court as serious delinquents when they were young and then turned their lives around and made something of themselves. The book "Second Chances--100 Years of the Children's Court: Giving Kids a Chance to Make a Better Choice" is a result of that work. The narratives featured in the book highlight fundamental principles of the juvenile court that helped these youth prosper in adulthood, including protection from stigmatization, rehabilitation, and individualized attention. All 25 profiles are living testaments to the resiliency of the vision of a group of women whose reform efforts in the 1880s led to the founding of the juvenile court. This bulletin highlights 12 of the book's profiles. The 12 profiles serve to illustrate the major themes of the stories. (SM)

ED 441 907 UD 033 576

Miller, Shazia Rafiullah
Falling Off Track: How Teacher-Student Relationships Predict Early High School Failure Rates.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Environment; High School Freshmen; High Schools; Public Schools; *Teacher Influence; *Teacher Student Relationship
IDENTIFIERS- Chicago Public Schools IL

This paper examines the relationship between the climate of teacher-student relations within a school and individual student's likelihood of freshman year success. Using administrative data from the Chicago Public Schools and survey data, researchers used hierarchical linear modeling to determine whether teacher-student climate predicts students' likelihood of being on track to graduate by the end of the freshman year. Teacher-student climate is a factor which covers a wide range of questions focused on whether students believe teachers treat them with fairness and respect and whether they help them when they struggle with their school work. Results find that teacher-student climate does have a significant effect, even after controlling for individual race, gender, poverty, and prior achievement, as well as the school level average achievement of the entering cohort. Researchers found a much smaller effect when looking at the effect of teacher-student climate on achievement on a standardized test and a nonsignificant effect on student absences. Because being on-track is significantly correlated with graduating within 5 years, researchers believe focusing on improving the climate of teacher-student relationships in the schools might be an important component in reducing school failure. (Contains 11 references.) (Author/SM)

ED 441 908 UD 033 577

Indicators of Welfare Dependence: Annual Report to Congress.
PUB DATE- 00
NOTE- 161p.; "Contributors to this report include Gil Crouse,

PUB DATE- 00
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disadvantaged Youth; Elementary Education; Low Income Groups; Poverty; Reading Achievement; *Reading Programs; *Urban Schools; Urban Youth
IDENTIFIERS- *Junior Great Books Program

In a few urban elementary schools, in-depth, literature-based discussions are taking place under the Junior Great Books Program. For years, Junior Great Books has been a program available to limited numbers of students in special settings. Beginning in 1993, funding from the Ameritech Foundation allowed the Great Books Foundation to support the program as part of the regular curriculum in five urban school districts. Five years later, the Program has substantial evidence that its approach of engaging students in "shared inquiry" about literature's most abiding themes can thrive in high-poverty schools. Program staff have also learned that the implementation of Junior Great Books varies from school to school, classroom to classroom, and teacher to teacher depending on a variety of factors. This report provides a snapshot of three schools using the Junior Great Books Program. Information from the report was derived from site visits, participation in the Junior Great Books leader training, and participation in focus groups about the program. The report lists 10 specific lessons learned about the use of this program in urban schools. Taken together, the 10 lessons show that the poorest students in the United States can benefit from a high quality curriculum that provides all students with opportunities to engage with literature through reading and discussion. (SLD)

ED 441 928 UD 033 601

Greene, Jay P.
Choice and Community: The Racial, Economic, and Religious Context of Parental Choice in Cleveland. A Buckeye Institute Policy Report.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Diversity (Student); *Educational Vouchers; Elementary Secondary Education; *Private Schools; Program Effectiveness; Public Schools; *Racial Composition; *School Choice
IDENTIFIERS- *Cleveland Public Schools OH

The Cleveland Scholarship Program (CSP), Cleveland, Ohio, is one of the school choice options available to families in the city. This report provides a snapshot of the CSP at the start of the 1999-2000 school year. Despite the claims of critics, the CSP contributes to racial integration in the city by providing families with access to private schools that, on average, are better racially integrated than are the public schools of the Cleveland metropolitan area. Nearly one-fifth (19%) of the recipients of a voucher in Cleveland attend private schools that have a racial composition that resembles the average racial composition of the Cleveland area. Only 5.2% of public school students in the Cleveland are in comparably integrated schools. More than three-fifths (60.7%) of public school students in metropolitan Cleveland attend schools that are

DESCRIPTORS- Childhood Attitudes; Educational Practices; Foreign Countries; Parent Attitudes; *Primary Education; Program Effectiveness; School Entrance Age; *School Readiness; *Student Adjustment; Teacher Attitudes; *Transitional Programs; *Young Children

IDENTIFIERS- Australia; Beginning of School Year; Program Characteristics; *Transitional Activities

Starting school is a transition marked by excitement, trepidation, happiness, or sadness for all involved. This issue of the Australian Early Childhood Association Research in Practice Series discusses some of the issues described as important by children, parents, and preschool and elementary educators in an interview study of children's transition to school in Australia. Section 1 of the booklet presents children's views about starting school, focusing on their disposition toward school, expected differences from prior-to-school settings, the importance of friends, learning school rules, and the help children want from adults. Section 2 of the booklet presents parents' views about their children starting school, focusing on their child's social adjustment, their child's disposition or attitude toward school, anticipated physical demands of attending school, family issues, and concern about the educational environment their child will encounter. Section 3 of the booklet highlights educators' viewpoints, focusing on social adjustment issues, the importance of skill development, children's disposition toward school, the role of chronological age in starting school, their preference that children be over 5 years old when starting, and the importance of children learning to work independently at school. The booklet notes the importance of listening to the perspectives of all participants and lists characteristics of effective transition programs. A summary table of the issues raised in the booklet presents implications for practice in planning and managing young children's transition to school. (KB)

ED 441 598 PS 028 606

MacNaughton, Glenda

Saris & Skirts: Gender Equity and Multiculturalism.

PUB DATE- 99

NOTE- 25p.; Theme issue. Published quarterly.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Attitude Change; Change Strategies; *Childhood Attitudes; Cultural Differences; *Culturally Relevant Education; Early Childhood Education; Feminism; Foreign Countries; *Gender Issues; *Multicultural Education; Preschool Curriculum; Sex Bias; Sex Fairness; *Sex Stereotypes; Teacher Attitudes; *Young Children

IDENTIFIERS- Australia; Caregiver Attitudes

Staff members working in early childhood services have enormous potential to influence young children's developing attitudes toward cultural diversity and gender equity. This issue of the Australian Early Childhood Association Research in Practice Series focuses on how early childhood staff can work productively through the challenges of achieving gender equity in a culturally and ethnically diverse country such as Australia. The booklet presents three common equity dilemmas

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; *Childrens Literature; Cultural Differences; Early Childhood Education; *Family School Relationship; Parent School Relationship; Reading Aloud to Others; *Student Attitudes; *Teacher Education; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Family Support

Early childhood majors have little opportunity to work with adults but are expected to forge relationships with families once they begin work in the field. This study examined the experiences of six community college early childhood majors and one teacher educator in using children's literature to learn about working with young children's families. On a weekly basis, the students introduced children's books to between one and five fellow community college students who had been learning English as their second language. In these meetings, the group discussed the experience of reading aloud to their children the book they borrowed the week before, and the early childhood major introduced a new book and reading strategy. Group members then formed pairs and practiced reading aloud. The early childhood students also met weekly with their instructor to reflect upon their experiences, to write about their experiences, and to complete interviews. Analysis of interviews and extensive field notes suggested that most of the early childhood students began the project with preconceptions of adult second language learners that worried them but ended the project with changed attitudes. Early childhood students sought families' strengths, supported situations that enhanced parent-child relationships, and listened nonjudgmentally as family members discussed those relationships. Students were further able to explore some of the elements that contribute to positive relationships with families. Some students expressed fears about working with adults in groups and about the expectations that others might have of them. The use of the children's books raised issues that enabled the early childhood majors and their group members to explore similarities across cultures and individual differences among students. (Contains 20 references.) (KB)

ED 441 617 PS 028 636

Hughes, Patrick; MacNaughton, Glenda
Building Equitable Staff-Parent Communication in Early Childhood Settings: An Australian Case Study.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Conference and Exhibition of the Association for Childhood Education International (Baltimore, MD, April 17-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Discourse Analysis; Early Childhood Education; Family School Relationship; Federal Programs; Foreign Countries; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *Power Structure; *Preschool Teachers; *Teacher Attitudes
IDENTIFIERS- Australia

International research has consistently found that early childhood staff are anxious about their relationships with parents. This qualitative study examined the perceptions of early childhood staff from a variety of early childhood settings in Australia regarding their experiences with the federal government's Quality Improvement and Accreditation

Illinois school districts yet reported 29 percent of student suicides. Rural districts, a subcategory of small districts, represented 3 percent of school districts but reported 18 percent of student suicides. The staff most involved with student suicides had the least training, and small and rural districts were the least likely to have formal policies concerning suicides. Seven lawsuits related to suicides were filed against schools; the results were unfavorable to the schools on five occasions. The most common criticisms of schools in these cases were failure to refer troubled students for counseling prior to the death and lack of parental notification of their child's suicide ideations. Nine relevant legal principles are summarized, based on an analysis of case law. Recommendations include openly recognizing the problem, gathering resources and information, and promulgating a district policy on student suicide. Three Web sites provide references, resources, and program ideas. (TD)

ED 441 635 RC 022 412

Crowchief-McHugh, Daphne; Yellowhorne-Breaker, Kathy; Weasel Fat-White, Freda
A Handbook for Aboriginal Parents of Children with Special Needs.
PUB DATE- 00
NOTE- 79p.; Also produced by Alberta Learning, Regional Office and Native Education.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Education; *Canada Natives; Disabilities; Elementary Secondary Education; *Federal Indian Relationship; Foreign Countries; Individualized Education Programs; Parent Materials; *Parent Participation; Parent Responsibility; *Parent Rights; Parent School Relationship; School Responsibility; *Special Education; State Departments of Education
IDENTIFIERS- *Alberta; Related Services

To develop this handbook, three Aboriginal teachers gathered extensive data through workshops; questionnaires; and research with Elders, Aboriginal parents, teachers, advocates, and others who work first-hand with children with special needs. The handbook opens by presenting the traditional Aboriginal perspective on disabled children--that they were considered a gift to show an appreciation of life, and that they were included in all parts of community life. The term "special education" and parents' rights concerning special education are explained. A story of an Aboriginal boy named Eagle with a serious hearing loss follows his progress through the Alberta (Canada) requirements for special education--screening, referral, assessment, program planning and implementation, program placement, appeals, children's services, health-related support services, transition planning, and school board policy. Eagle's story is used to demonstrate each step and the ways in which parents can become involved in their children's education. Roles and responsibilities are presented for family members, school staff, and community members. Three sections cover parent-school communication, problem solving, and conflict resolution. Two sections explain special education funding for reservation and nonreservation students. First Nations and Alberta support groups are listed, as are resources produced by Alberta Learning. Four appendices cover getting to

History
IDENTIFIERS- *Native Americans

This book presents a comprehensive history of higher education for American Indians. Following an introduction, chapter 2 covers the Colonial Period, from European contact to the establishment of the U.S. Government. Some of the earliest universities, most notably Harvard, Dartmouth, and William and Mary, specifically claimed to have had American Indian education among their goals, but attendance was poor, the education offered was not relevant to the Indians, and funding for the American Indian component of these schools was often redirected towards other programs. Chapter 3 discusses the Federal Period, which lasted from the Revolutionary War until the 1960s. During this time, higher education of American Indians was ignored, and the focus was on low-level vocational training combined with religious instruction geared to erase Indian culture. Chapter 4 describes the Self-Determination Period, which started with the Indian Reorganization Act of 1934. However, not until after World War II was there a significant increase of American Indians in higher education. The establishment of 30 tribally controlled colleges in 1968 marked a major new era of American Indian education. Chapter 5 compares American Indian and Black higher education, finding more differences than similarities between the two. Chapter 6 provides an overview, noting that granting American Indians self-determination does not relieve the federal government of its responsibility to support their needs. Three appendices present a chronology of important events, a list of federal government officials up to 1980, and current tribal colleges. (Contains 229 references and an index.) (TD)

ED 441 654 RC 022 461

Sherman, Lee, Ed.
Northwest Education, 1999-2000.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 194p.; Published quarterly. Photographs and a few colored pages may not reproduce adequately. For volume 4, see ED 431 574.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Practices; Elementary Secondary Education; Instructional Leadership; *Principals; *Professional Development; Teacher Education; *Urban Education
IDENTIFIERS- Comprehensive School Reform Demonstration Program; *United States (Northwest)

This document contains the four issues of Northwest Education published from fall 1999 through summer 2000. Issue themes are: (1) "Sea Change: Meeting the Challenge of Schoolwide Reform" (Fall 1999); (2) "City Kids: What Helps Them Thrive" (Winter 1999); (3) "The New Principal" (Spring 2000); and (4) "Growing Great Teachers: Professional Development that Works" (Summer 2000). Each issue contains a lead article summarizing current research and issues related to the theme followed by articles describing outstanding schools, practices, and educators in the Northwest. Issues also include information on related resources, book reviews, commentary by practitioners, and letters from readers. (SV)

ED 441 655 RC 022 463

understanding of Algebra 1 teaching strategies. The research questions were: (1) What is the predominant mode of instruction for Algebra 1? and (2) What is the level of achievement of Algebra 1 students? The schools consist primarily of students of Mexican descent. The teachers were also of Mexican descent. Both qualitative and quantitative data were collected. Field observations revealed a teaching methodology that focused on skills and procedures facilitated through lecture and supervised practice. The instruction was heavily influence by the state's high stakes test. Student achievement reflected the instructional methodology, which focused on particular skills and processes. Students failed to complete open-ended and higher order thinking questions on a standardized measure of algebraic skills and concepts developed by a publisher. Recommendations are included for improving algebra instruction. (Contains 19 references/ASK.) (Author)

ED 441 676 SE 063 561

Bay, Jennifer M.
The Dynamics of Implementing and Sustaining Standards-Based Mathematics Curricula in Middle Schools.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Case Studies; Educational Change; *Mathematics Curriculum; Mathematics Instruction; Middle Schools; Professional Development; *Teaching Methods

This study examined both district-level and teacher-level considerations in the implementation of standards-based middle school mathematics curriculum. In particular, the following questions were addressed: (1) What district-level constraints and considerations impact decisions regarding implementation of a standards-based middle school mathematics curriculum? and (2) How do individual teachers within a district respond to the decision to implement standards-based middle school mathematics curriculum, to what extent is their implementation faithful to the philosophy of the standards-based curriculum, and why and in what ways has their instruction changed as a result of this implementation? A two-tier case study design was used to examine the district- and classroom-level issues related to full implementation of standards-based mathematics curriculum. Two districts that underwent recent curriculum change were chosen as district case study sites. Within each district, three teachers were selected as case studies. Each teacher was teaching from the standards-based curriculum but had varying degrees of professional development and prior experience with the curriculum. It was concluded that implementing standards-based mathematics curriculum throughout a system is a complex process. The existence of a standards-based text supports teachers who want to and know how to implement standards-based practices, facilitating their efforts to change their teaching. The texts alone, however, do not result in different teaching capable of being adapted to more traditional practices. Regardless of teachers' instructional practices, new curricula do, by their existence, solicit attention from stakeholders in the community. (Contains 20 references.) (ASK)

ED 441 677 SE 063 563

This paper presents the results of a research project based on the Understandings of Consequence Project. This study motivated students to engage in inquiry in science classrooms. The complexity of the models is divided into four categories--underlying causality, relational causality, probabilistic causality, and emergent causality--and provides several examples, including electrical circuits, static electricity, natural selection, and ecosystems for scientific conceptions, to show evidence of the Models and Moves framework for learners. (Contains 23 references.) (YDS)

ED 441 699 SE 063 823

Grotzer, Tina A.
How Conceptual Leaps in Understanding the Nature of Causality Can Limit Learning: An Example from Electrical Circuits.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 31p.; Based on the work of the Understandings of Consequence Project. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). For a related paper on the Understandings of Consequence Project, see SE 063 822.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Causal Models; Cognitive Restructuring; *Concept Formation; Electric Circuits; Elementary Secondary Education; Grade 11; Grade 4; Grade 8; Inquiry; Learning; *Misconceptions; Preservice Teachers; Science Education; *Thinking Skills

This paper reports data collected during the first year of the Understandings of Consequence Project. This project explores how mismatched models of causality, instances when students' assumptions about how causes and effects behave significantly depart from scientific ones, may generate and/or exacerbate difficulties in achieving scientific understanding. The purpose of the project is: (1) to assess whether students hold assumptions about how cause and effect patterns unfold that can lead to alternative conceptions or misconceptions; and 2) to explore interventions that lead to scientifically accepted conceptions by increasing the sophistication of students' causal modeling. It is proposed that as students are asked to grasp increasingly complex notions of how causality works, they encounter new patterns of causal reasoning that can function as cognitive bottlenecks. Thus, at each new level there exists the risk of a mismatch between student models of causal concepts and scientific models and the potential for surmounting such mismatches through interventions that advance students' casual modeling. This study focuses on students' difficulties in learning advanced scientific concepts. Limiting the types of models students are exposed to as they learn new concepts to prevent difficulties is recommended. (Contains 38 references.) (Author/YDS)

ED 441 700 SE 063 824

Brem, Sarah K.
Helping Students Ask Effective Questions about Scientific Claims: Navigating the "Sound Bite" Environment.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

on 'African Mexicans' are crossed out and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Human Geography; *Latin American History; Migration; Secondary Education; Social Studies; Spanish
IDENTIFIERS- *Africans; Fulbright Hays Seminars Abroad Program; *Mexico (Veracruz)

This unit of study seeks to introduce students to the history of Africans in the Mexican state of Veracruz and to provide the classroom teacher with resources and information about Veracruz. Although the unit is designed for students with an advanced level of Spanish, the readings are in English so this activity could be part of an English-language social science class. The unit explains the objective and teaching strategy, describes the student activities, discusses background information, and lists "points to ponder." It also cites additional resources available on the Internet, lists 19 books for reference, and provides informational materials. (BT)

ED 441 723 SO 031 486

Lost Futures: The Problem of Child Labor. A Teacher's Guide.
PUB DATE- 99
NOTE- 93p.; Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Child Labor; *Child Welfare; *Childrens Rights; *Developing Nations; Global Approach; *Industrialization; Middle Schools; Social Studies; Teaching Guides; Videotape Recordings; World Problems
IDENTIFIERS- United Nations Convention on Rights of the Child

As the world embarks on a new millennium, the reality of child labor in developing and industrialized nations seems daunting. This teacher's guide is designed to introduce the subject of child labor to middle school students. The guide's intent is to provide teachers with ideas and suggestions that will help them in preparing their own lesson plans. The guide is divided into the following sections: (1) "Resources and Background Information"; (2) "Lesson Plan Ideas"; (3) "Plays, Stories and Poems"; (4) "Glossary"; and (5) "Documents." The lesson plan section provides nine diverse activities, including questions to answer while watching an accompanying videotape, a crossword puzzle, a debate exercise on U.S. intervention, writing assignment ideas, and multidisciplinary exercises. (BT)

ED 441 724 SO 031 603

Update on Law-Related Education, 1998.
PUB DATE- 98
NOTE- 194p.; For 1997 edition, see ED 419 770. Posters not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Civil Law; Civil Liberties; Conflict Resolution; *Constitutional Law; Criminal Law; Democratic Values; Due Process; Elementary Secondary Education; Federal State Relationship; Instructional Materials; International Law; Justice; *Law Related Education;

reassess continually what mistakes have been made in the past, what obstacles still lie ahead, and, in light of both, what might be the best way to proceed. It cites the following challenges to multiculturalism (according to Carlos Torres): the ongoing critique of multiculturalism from the Right; the tendency of multiculturalism to concentrate on culture at the expense of structural concerns such as racism; the challenges that postmodernist understandings of identity present for multiculturalism; and the urgent need to develop a multiculturalist paradigm that effectively addresses and, where necessary, redresses all of the above. The paper charts the multiculturalist responses to these four broad challenges, as they currently stand. It concludes briefly by arguing that "critical multiculturalism" offers the best means by which multiculturalism as a paradigm might proceed in this new century. (Contains 6 notes and 119 references.) (BT)

ED 441 743 SO 031 802

Lopez, David F.; Takiff, Hilary; Kernan, Thomas; Stone, Renee
Why Art Education? Academic Implications of Art in Elementary School.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Art Education; Educational Research; Elementary Education; Learning Theories; Multivariate Analysis; *Self Efficacy

A study investigated the relationship between arts education and academic achievement. Of specific interest was whether teaching the arts for their own sake influenced academic achievement in language arts and mathematics. It was hypothesized that it would influence children's self-efficacy. The sample consisted of 328 children from grades 2-5. Academic efficacy was measured with the Agency for Effort and Ability subscales of the "Student Perceptions of Control Questionnaire: Academic Domain," while artistic efficacy was measured with an adapted version of the same test. Academic achievement was assessed with teacher-assigned grades for mathematics, science, and reading. A multivariate grade analysis of variance was used to examine possible gender and age-related differences in artistic ability, artistic effort, academic ability, academic effort, and achievement. The new measure of artistic efficacy used in the study did reliably differentiate between beliefs regarding artistic effort and ability. Data clearly showed a strong relationship between academic and artistic efficacy. Findings suggest that there is significant cognitive transfer from arts education to other academic areas. (Contains 4 tables of data and 17 references.) (BT)

ED 441 744 SO 031 803

Linds, Warren; Lee, Karen Vicki
Reflections in a Maze of Mirrors: Exploring Our Emerging Identities as Arts Educators.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

ED 441 764 SP 039 220

Oakley, Jeannie A.
Voyage of Discovery: What Happens When Inservice Teachers Explore Teaching for Understanding through Collaborative Investigation?
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Elementary Education; Elementary School Teachers; *Faculty Development; Teacher Attitudes; *Teacher Collaboration; Teacher Improvement; Teacher Researchers
IDENTIFIERS- *Collaborative Inquiry; Learning Communities; Teacher Thinking

This study explored elementary school teachers' perspectives on their evolving understanding of themselves and children as learners while they were co-researchers in inquiry about children's thinking. Through collaborative inquiry, professional reading, classroom experimentation, shared stories, and personal reflection, participants created a professional learning community and increased their focus on teaching for understanding, assumed more social constructivist stances, and modified classroom practices. Data collection included interviews, journals, field notes, research meeting conversations, and passages and comments from books and articles that participants read. Data analysis indicated that teachers began de-emphasizing test results and emphasizing student learning and understanding. They rethought how things were done in the classroom, viewed schedules and plans as fluid and flexible frameworks, and thought creatively about ways to structure classroom practice. They perceived that shifts in their thinking and their modifications in classroom practice were supported by: trusting relationships and a collegial atmosphere which supported risk taking; focus on student learning; their inquiry, which was contextually embedded in their shared experiences and classroom stories; seeing new connections between theory and practice; and experiencing opportunities to view multiple teaching practices, take risks, examine beliefs which drove their practice, and collaboratively inquire into the perspectives of others. (Contains 38 references.) (SM)

ED 441 765 SP 039 221

Turanli, Adem Sultan; Yildirim, Ali
A Comparative Assessment of Classroom Management of a High Control and a Low Control Teacher through Student Perceptions and Class Observations.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Foreign Countries; High School Students; High Schools; Secondary School Teachers; Student Attitudes; Student Behavior; Teacher Attitudes; *Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- Turkey

This study investigated the relationship between teachers' students. It highlights the expectations, conditions, and activities that accompany the work in which teachers engage as a direct response to the needs and concerns of diverse Aboriginal communities, examining ways in which teachers can contribute to or impede positive educational change in these communities and discussing the implications of these expectations and relationships for an understanding of teachers' work. The paper begins by examining teaching as a contradictory form of work in which teachers' contributions to the general development and regulation of others are mediated by the regulation of teaching itself. Next, it presents a brief overview of the historical and contemporary community contexts in which Aboriginal education is situated. This is followed by a discussion of key substantive dimensions associated with teaching in these communities. The next section examines the need for more teachers of Aboriginal ancestry at all levels in the education system. After looking at curricular issues and resource support for culturally relevant education, the paper describes relationships among Aboriginal and conventional approaches to education. (Contains 60 references.) (SM)

ED 441 784   SP 039 242

Sosin, Adrienne
A Study of the Use of Web-Based Conferencing Software To Enhance Learning Environments in Teacher Education.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Conferences; Discussion (Teaching Technique); *Educational Technology; Elementary Secondary Education; Global Education; Higher Education; Literacy Education; Preservice Teacher Education; Teaching Methods; *Telecommunications; *World Wide Web
IDENTIFIERS- Pace University NY

This action research study of electronic conferencing highlights the online portions of teacher education courses at Pace University, New York. The study explores the infusion of technology into teaching and investigates the utility of a particular type of discussion software for learning. Data sources include texts of electronic conversations, class members' accounts and reflections, students' course evaluation commentaries on the use of technology, the instructor's recollections and reflections, and interview data from faculty in teacher education and other disciplines who also use the electronic conferencing facilities. Findings are that use of this software can be improved both technically and by instructor-imposed structure. For students who have difficulties with access, increased interventions, which make the technology less formidable or more accessible, will be required to overcome resistance. Sufficient purpose must be established to overcome resistance to the lack of availability of the technology. As with other learning environments, assessing what has been learned in using the Web conferencing technology generally requires a teacher's professional judgment. This study provides early inquiry about infusing use of communication technology in teacher education. It raises questions about electronic conversations on difficult or micro-political reality of teachers: (1) self-interests; (2) material interests; (3) organizational interests; (4) cultural-ideological interests; and (5) social-professional interests. (Contains 47 references.) (SM)

ED 441 804 TM 030 829

Sundberg, Barbara; Stayrook, Nick

Preliminary Report on the Evaluation of the Elementary Reading Improvement Initiative (ERII), 1998-99 School Year.

PUB DATE- 99

NOTE- 170p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Achievement Gains; Elementary Education; *Elementary School Students; Program Evaluation; *Reading Achievement

IDENTIFIERS- Fairbanks North Star Borough School District AK

More than 1,000 students received additional reading help in elementary schools of the Fairbanks North Star Borough, Alaska, during the 1998-1999 school year as part of the Elementary Reading Improvement Initiative (ERII). Additional resources were allocated to support reading and school development and to implement reading programs based on their educational expertise and the needs of the school populations. Many positive things came out of the program, as student test scores show, and the people involved in the program (tutors, teachers, and parents) confirmed it with praise and positive feedback. ERII students increased, on the average, 1 year's worth of growth in reading in the 6 months covered by this evaluation. Among the factors contributing to program success were the use of tutors, including retired teachers. Three appendixes, comprising the majority of the document, contain individual program descriptions for the 19 ERII schools, samples of record-keeping forms, and information about reading programs and strategies used in the ERII. (Contains 38 tables.) (SLD)

ED 441 805 TM 030 838

Gregoire, Michele; Algina, James

Reconceptualizing the Debate on School Climate and Students' Academic Motivation and Achievement: A Multilevel Analysis.

PUB DATE- 00

NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Environment; *Junior High School Students; Junior High Schools; Locus of Control; Longitudinal Studies; *Mathematics Achievement; National Surveys; *Student Motivation

IDENTIFIERS- *Authoritarian Teaching; Hierarchical Linear Modeling; *Multilevel Analysis; National Education Longitudinal Study 1988

Theory on parenting styles was used as a theoretical framework to examine the relationship of aspects of school climate to the placing more emphasis on outcome evaluation. Evaluators have been asked to expand the strategy as Schools Attuned begins operating as a national program. Throughout the evaluation, the collaboration between evaluators and program developers has heightened the evaluation effort. The initial evaluation design benefitted from the input of program developers, and evaluation information shared with program developers allowed for adjustments in program implementation. Evaluators and program developers emerged from the collaboration better able to assess the effects of the Schools Attuned Program. (SLD)

ED 441 825 TM 030 860

Hecht, Jeffrey B.
Two Years of Electronic Submissions to a Regional Conference.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conference Papers; Electronic Text; Information Dissemination; *Research Reports; *World Wide Web
IDENTIFIERS- *Midwestern Educational Research Association

The 1999 conference of the Mid-Western Educational Research Association (MWERA) was the second year the association allowed presenters to submit proposals over the World Wide Web. Enhancements to the on-line system since the 1998 conference allowed proposal reviewers to examine submissions and provide their comments on-line. Members of the program committee were also able to enter and edit session scheduling and other program information over the Web. Just under half of the conference's proposers used the on-line submission system, and just over half of those on-line submissions were also reviewed on-line. No statistical differences were found between those proposals made on-line versus those submitted on paper, or in terms of their reviews or rates of acceptance. There were statistically significant differences in the physical locations (places of author residence) and proposal submission dates according to submission format, with on-line submissions generally arriving 2 to 5 days before their paper equivalents. Program committee members used the on-line system to enter all program information and to schedule all sessions. In feedback, reviewers and program committee members praised the system, citing time savings and ease of use as primary benefits. (Author/SLD)

ED 441 826 TM 030 861

Wilson, Vicki A.
Stress and Stress Relief in the Educational Research Classroom.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Educational Research; *Graduate Students; Graduate Study; Higher Education; Stress Management; *Stress

variables for these students and predicted their career plans at graduation. Graduates of the classes of 1994, 1995, 1996, and 1997 who were entering the generalist residency programs of Family Medicine, Internal Medicine, and Pediatrics were surveyed regarding their career plans and then classified as pursuing a generalist career or not. Logistic regression was used to describe the relationships between the interviewer's predictions and applicants' characteristics and the relationships between students' career plans at graduation and their characteristics at their interviews. Of the 509 graduates for whom there were complete data, 189 had generalist plans at graduation. Interviewers' predictions of generalist career plans were significantly related to rural legal residence, lower science grade point average, lower parents' educational degree, and a high level of service involvement. The two variables with a significant empirical relation to student generalist plans at graduation were female gender and a high level of service involvement. Results show that academic performance at the time of the interview was not related to generalist career plans. (Contains 1 table and 19 references.) (SLD)

ED 441 847 TM 030 882

Roth, Jeffrey; Carter, Randy; Ariet, Mario; Resnick, Michael B.; Crans, Gerald
Comparing Fourth-Grade Math and Reading Achievement of Children Who Did and Did Not Participate in Florida's Statewide Prekindergarten Early Intervention Program.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Intervention; *Elementary School Students; Intermediate Grades; *Mathematics Achievement; *Preschool Children; Preschool Education; *Reading Achievement
IDENTIFIERS- *Florida

This study assessed the effects of participating in Florida's Prekindergarten Early Intervention Program (PKEI) on fourth grade mathematics and reading standardized norm-referenced test scores and the incidence of retention. PKEI serves mostly 4-year-old children from families whose income falls below the federal poverty level. Study subjects were all children who started kindergarten in 1993-1994 and remained in Florida's public schools for the following 4 years (n=75,025). Results of a logistic regression analysis indicated that African American, Hispanic, and female students who had participated in PKEI had significantly higher odds of being in the highest test score outcome category for both mathematics and reading, relative to their counterparts who had not been in PKEI. These same groups of PKEI participants had significantly lower odds of being excluded from taking the test (on the grounds of being assigned to exceptional student education) and of being retained. PKEI participation did not appear to benefit low-income white students or males. (Contains 9 tables and 12 references.) (Author/SLD)

ED 441 848 TM 030 883

McCoach, D. Betsy

experiences. Two research studies have demonstrated ways to incorporate the three research perspectives. One studied how seventh graders develop their understandings of linear functions as they interact with software in the social setting of a traditional classroom. The other study investigated how quantitative reasoning affects the nature of students' generalizations about linear functions and rates of change. Design features of each experiment that explores the three research perspectives are outlined. (Contains 5 figures and 36 references.) (SLD)

ED 441 867 TM 031 209

O'Leary, Michael
The Effects of Age-Based and Grade-Based Sampling on the Relative Standing of Countries in International Comparative Studies of Student Achievement.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Adolescents; *Age Differences; Comparative Analysis; Foreign Countries; *Instructional Program Divisions; International Education; International Studies; Junior High Schools; *Science Achievement; *Science Tests; Sciences; *Test Results
IDENTIFIERS- *Ireland; Third International Mathematics and Science Study

The investigation reported in this paper was prompted by discrepancies between the published outcomes from two international tests of science achievement: (1) the Second International Assessment of Educational Progress (IAEP2), administered in 1991; and (2) the Third International Mathematics and Science Study (TIMSS), administered in 1995. One finding was that while average science achievement for Irish 13-year-olds was reported to be at the low end of the distribution for the 20 participating countries in IAEP2, it was around the middle of the distribution for the 40 or so countries that participated in TIMSS in the early grades of secondary schooling. Initial comparisons suggested that there were also inconsistencies in outcomes for some of the 11 other countries that participated in both surveys, such as France, Portugal, and Switzerland. Analyses reveal that when sampling/population definition differences between the two surveys are accounted for, science achievement in Ireland was not at the low level suggested by initial interpretations of IAEP2 data but was closer to the levels reported in TIMSS. While the sampling issue did not fully account for discrepancies with respect to the IAEP2/TIMSS outcomes for some countries, it is argued that the findings outlined in this paper have a number of implications for policymakers using data from future international comparative studies of student achievement. (Contains 2 figures, 6 tables, and 23 references.) (Author/SLD)

ED 441 868 TM 031 210

Lanier, Kirsten Olson
"Hearken to the Sound of the Trumpet": "A Nation at Risk" as an

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Cultural Awareness; Ethnicity; Females; Higher Education; *Hispanic American Students; *Sororities
IDENTIFIERS- *Latinas; *Solidarity

This study investigated the process of negotiation involved in identity construction among Latina college students in a Latina sorority, noting reasons for choosing to form or join the sorority. The sorority was in a predominantly white Eastern public university. Researchers conducted observations, interviews with four focal students, and informal interviews with other members. Group membership fluctuated between 5 and 20 members. Strategic sisterhood emerged as a dominant theme, with four symbolic categories within the domain denoted by the term sisterhood (affiliation, recognition, solidarity, and selection). In seeking to become more visible, sorority members were pushing for recognition under the auspices of a Latina cultural organization. By accommodating the dominant cultural structure of the Greek-letter organization, they gave up some autonomy and self-determination in order to gain some kind of recognition. Reasons for being in the sorority included power through sisterhood and power through community. Participants were engaged in ongoing negotiation of the meaning and goals of their participation in the group. Construction of a group cultural identity occurred as a result of push and pull in a centripetal fashion. The end result was not an end; as a community it is constantly evolving. (Contains 26 references.) (SM)

ED 441 888 UD 033 554

Quinn, Therese; Kahne, Joseph
Wide Awake to the World: The Arts and Urban Schools--Conflicts and Contributions of an After-School Program.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *After School Programs; *Art Education; Artists; Elementary Secondary Education; Enrichment Activities; Program Evaluation; *Urban Schools

While the benefits of arts involvement are increasingly clear, policies and practices consistent with this recognition are not proceeding apace. Nearly half of the schools in the United States have no full-time arts teachers, and emphases on standards and standardized testing have eliminated the arts in many urban schools. This case study of a multi-year, after-school program in urban public schools explores challenges and tensions that emerged during the program's implementation. Focusing on understanding the place and purpose of an arts program in a specific community, researchers employed a grounded theory approach and used multiple data-gathering methods, ranging from observations and interviews to surveys. They found that in serving hundreds of students, employing dozens of staff, and aiming to meet several complex goals, this arts program faced technical challenges that undermined its effectiveness. The arts program also suffered from unaddressed conflicts regarding norms and values. Artists attempted to provide students opportunities for creative exploration, while school staff emphasized control, order, and academic goals. The paper discusses these tensions and the ways they undermined the arts program. (Contains 43 references.) (Author/SM)

Susan Hauan, Julia Isaacs, and Matthew Lyon." For 1999 report, see ED 427 123.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economically Disadvantaged; Low Income Groups; Tables (Data); *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Dependency (Economics); Supplemental Security Income Program; Temporary Assistance for Needy Families

This report addresses questions concerning the extent to which U.S. families depend on income from welfare programs, offering updated data on measures of welfare recipiency, dependency, and predictors of welfare dependence developed for previous reports. Chapter 1, "Introduction," reviews specific summary measures of welfare dependence proposed by the Advisory Board on Welfare Indicators, discussing summary measures of poverty. Chapter 2, "Indicators of Dependence," presents a broader group of indicators of welfare recipiency and dependence, including measures of the extent of recipiency for each of three programs considered separately and information on income from all three programs together. It shows interactions of Aid to Families with Dependent Children/Temporary Assistance for Needy Families, Supplemental Security Income, and food stamp benefits with periods of employment and with benefits from other programs. It also includes data on movements on and off welfare. Chapter 3, "Predictors of Risk and Risk Factors Associated with Welfare Receipt," examines predictors of welfare dependence possibly associated with welfare receipt. Predictors are shown in three groups: economic security, work status, and non-marital births. Two appendixes present program data on each of the main welfare programs and their recipients and additional non-marital birth data. (SM)

ED 441 909 UD 033 578

Ormond, Barbara A.; Zuckerman, Stephen; Lhila, Aparna
Rural/Urban Differences in Health Care Are Not Uniform across States. New Federalism: National Survey of America's Families. Series B, No. B-11. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 00
NOTE- 8p.; Funding also provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Health Insurance; *Health Services; *Poverty; *Rural Areas; *Rural Urban Differences; *Urban Areas
IDENTIFIERS- *Access to Health Care

This study examined differences in health care access and utilization in urban; rural, adjacent; and rural, nonadjacent areas. Data came from the National Survey of American Families, almost entirely white or almost entirely minority in their racial composition. Half the students in the CSP are in comparably segregated schools. The increased integration in private schools participating in the choice program is achieved without sacrificing the economic and religious heterogeneity of those schools. Of all students who attend a publicly financed school of choice in Cleveland, only 16.5% currently attend a religious school. The evidence on racial integration suggests that access to a choice program that includes religious schools makes a significant contribution to promoting racial integration in Cleveland schools. (Contains 14 endnotes.) (SLD)

ED 441 929 UD 033 602

High School Dropouts, by Race-Ethnicity and Recency of Migration. Indicator of the Month.
PUB DATE- 00
NOTE- 4p.; This indicator is 1 of 60 from "The Condition of Education, 1999," a publication of the National Center for Education Statistics.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropout Rate; *Dropouts; Educational Attainment; *High School Students; High Schools; *Hispanic Americans; *Immigrants; Minority Groups

As a whole, Hispanics drop out of high school at higher rates and attain lower levels of education than non-Hispanics. The relative recency of migration among Hispanics may at least partially account for this trend. The status dropout rate for an age group (the percentage of that age group not enrolled in school and that has not completed high school) is one measure of dropping out. In 1997, a greater percentage of Hispanics than non-Hispanics aged 16 to 24 were born outside the United States. Among this group, the status dropout rate (39%) was higher than it was among first- and later-generation Hispanics (15 and 18%, respectively). First and later-generation Hispanics were two to three times more likely than their non-Hispanic peers to drop out. In 1997, the percentage of 25-to-34-year-olds who were dropouts was lower than it was in 1989 or 1979. Similar changes were occurring for all groups. The gaps in dropout rates between non-U.S.-born, first-generation, and later-generation Hispanics and comparable non-Hispanics were generally similar in 1979, 1989, and 1997. (SLD)

ED 441 930 UD 033 603

Educating the Disadvantaged. Hearing of the Committee on Health, Education, Labor, and Pensions on Examining Legislation Authorizing Funds for the Elementary and Secondary Education Act, Focusing on Title I, Education Programs for the Disadvantaged. United States Senate, One Hundred Sixth Congress, First Session.
PUB DATE- 99
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; *Educational Change; Educational Finance; Elementary Secondary Education; Federal Legislation; Standards; Urban Schools
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Reauthorization Legislation; Senate

and, through guiding questions, invites reflections upon the gender equity and multicultural issues involved. The booklet discusses the reasons these dilemmas occur, including assumptions of consensus that homogenize the culture and the problem of cultural entrapment. The booklet presents suggestions for overcoming the assumptions that gender issues are a problem only for non-Anglo-Australian cultures, including seeking gender/culture connections, examining how these connections are presented to children, focusing on showing children the breadth and complexity of different ways in which gender is constructed, and recognizing gender problems in all cultures. The booklet also discusses ways early childhood practitioners can work respectfully with parents across cultural boundaries. The booklet concludes with the statement that working on gender issues within and between cultures can enrich practitioners' lives and their professional work with children. (Contains 31 references.) (KB)

ED 441 599　　　PS 028 608

Kimbrell, Joe, Ed.; Daly, Maureen, Ed.; Sterne, Sylvia, Ed.; Howard, Sharon, Ed.; Evans, Trina, Ed.; Lowenthal, Nancy, Ed.; Galatas, Kate, Ed.; Sumrall, Liz, Ed.
Louisiana Adolescent Data Book.
PUB DATE- 99
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescent Behavior; *Adolescent Development; *Adolescents; Child Abuse; *Child Health; Child Neglect; Communicable Diseases; Comprehensive School Health Education; Crime; Depression (Psychology); Elementary Secondary Education; Foster Care; *Health Promotion; Homeless People; Incidence; Mental Health; Poverty; Program Descriptions; School Health Services; Sexual Abuse; State Programs; Tables (Data); Unemployment; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Louisiana; Risk Taking

This report provides a comprehensive review of the status of Louisiana's youth and is designed to be used in planning efforts and in developing priorities for improving the health and welfare of the youth of the state. Chapter 1 of the report examines the concept of expanding the definition of health to include social and emotional development, considers the relationship of high-risk behaviors to health, and identifies 40 developmental assets that predict behavior. Chapter 2 provides brief synopses of current state programs for adolescents. Chapter 3 highlights the connection between poverty and health, and provides the number of children in each parish receiving Temporary Assistance to Needy Families, and statistics on foster care, unemployment, and employment status by parish. Chapter 4 considers the relationship between health and academic performance. Chapter 5 discusses the mental health issues facing adolescents; provides information on the symptoms of depression; details the number of validated cases of neglect, sexual, and physical abuse in the state; and provides information about incarcerated youth. Chapter 6 contains information on homeless youth and discusses program eligibility. Chapter 7 summarizes results of the 1997 Louisiana Youth Risk Behavior Survey that examined the prevalence of health risk behaviors, including substance abuse, tobacco, gambling, and injuries; and provides information on HIV/AIDS, Scheme (QIAS). The study focused on their perceptions of the requirement for centers to involve parents in their programs. Participating in this ongoing study thus far have been 15 staff from 3 centers from diverse areas in Australia. Most participants had formal training in early childhood education and were Anglo-Australian. Data were collected by means of a structured questionnaire, semi-structured focus group discussions, and telephone interviews with individuals. Four interpretive case studies were generated, each highlighting key communication strategies that staff associated with "good" parent involvement practices: (1) disclosing personal information about family life; (2) parents understanding and respecting the professional's knowledge about the child; (3) parents revealing ignorance as much as their expertise; and (4) parents offering resources to the center. The findings revealed that participants were consistently ambivalent about involving parents in their program because developing a shared understanding with parents about what was in the best interests of their child was neither easy nor guaranteed. Staff often dismissed QIAS requirements for formal written communication, preferring informal verbal communication because it allowed them to negotiate shared meanings with parents. Findings pose implications for the knowledge-power relation between parents and staff. (Contains 16 references.) (KB)

ED 441 618 PS 028 651

Vars, Gordon F.; Beane, James A.
Integrative Curriculum in a Standards-Based World. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Academic Standards; Competence; Curriculum Development; *Integrated Curriculum; Interdisciplinary Approach; Middle School Students; *Middle Schools; Standardized Tests; *State Standards; Student Centered Curriculum; Student Evaluation; Student Role
IDENTIFIERS- ERIC Digests

Curriculum integration has long been proposed as a way of organizing the "common learnings" or life skills considered essential for all citizens in a democracy. Curriculum is organized around real-life problems and issues significant to both young people and adults, applying pertinent content and skills from many subject areas or disciplines. The intent is to help students make sense out of their life experiences and learn how to participate in a democracy. This digest suggests how middle level schools can, at the same time, both reap the benefits of genuine student-centered, integrative curriculum and instruction and also develop student competencies in state-mandated standards so that students can make acceptable scores on typical standards-based tests. The digest discusses "integrative standards" development by several groups: (1) the National Study of School Evaluation (NSSE) and the Alliance for Curriculum Reform (ACR); (2) the Center for Occupational Research and Development (CORD); and (3) the Mid-continent Research for Education and Learning (McREL). The digest also discusses the students' role in addressing standards and cites research on student academic achievement in various types of know your child's school, special education definitions, and special education funding rates for the 2000-2001 school year for Alberta Learning and Indian and Northern Affairs Canada. (TD)

ED 441 636 RC 022 413

Native Hawaiian Safe and Drug-Free Schools and Communities Program. End of Year Evaluation Report, 1999-2000.
PUB DATE- 00
NOTE- 72p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Awareness; Culturally Relevant Education; Curriculum Development; *Drug Education; Elementary Secondary Education; *Hawaiians; *Information Dissemination; Material Development; Outreach Programs; *Prevention; Program Effectiveness; Program Evaluation; Student Behavior; Substance Abuse; *Violence; Workshops
IDENTIFIERS- *Hawaii

This report provides an external evaluation of the fourth year (March 1, 1999-February 28, 2000) of the Native Hawaiian Safe and Drug-Free Schools and Communities Program (NHSDFSCP). Previous evaluations recommended emphasis of three program components: (1) information development and dissemination; (2) education; and (3) school and community-based processes. Based on these components, three goals were formulated: 1) increase knowledge of the dangers of using alcohol, tobacco, and other drugs (ATOD) and of violence, and increase cultural awareness through use of culturally appropriate prevention materials; 2) reduce ATOD use and violence-related behaviors among Native Hawaiian youth by providing direct, culturally appropriate educational services at high-need schools and communities; and 3) build the capacity of schools and communities to provide safe and drug-free activities for Native Hawaiians. These goals were refined into 10 measurable objectives. Results show that the NHSDFSCP met three of its eight objectives for which data were available. The objectives that were not fully met included increased knowledge of the dangers of ATOD use, intended involvement in violent behavior, increased cultural awareness, and increased knowledge of the dangers of violence-related behaviors. However, the findings for these objectives fell within 2-8 percent of the 80 percent targets. Overall, the program achieved its desired outcomes and met its three goals. A separate chapter presents commendations and recommendations. Two appendices present milestone achievement analysis and client feedback. (Contains 28 figures and data tables.) (TD)

ED 441 637 RC 022 414

Tompkins, Joanne
Teaching in a Cold and Windy Place: Change in an Inuit School.
PUB DATE- 98
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *American Indian Education; Bilingual Education; Canada Natives; Change Strategies; Culturally Relevant Education; Educational Change; Educational Practices; Elementary Secondary Education; *Eskimos; Foreign

Brunn, Michael
Migrant Children in the Rural Midwest: A Collaboration of Teachers and Administrators To Reform School Programs.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Western Illinois Univ., Macomb.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Curriculum Development; *Educational Change; *Educational Cooperation; Elementary Secondary Education; Group Dynamics; Immigrants; Intergroup Relations; Language of Instruction; Limited English Speaking; *Migrant Education; Parent Participation; Rural Schools; School Districts; Spanish Speaking; Teacher Administrator Relationship; *Teacher Attitudes; World Views
IDENTIFIERS- Stakeholders; United States (Midwest)

Within a 3-year period, a rural Midwestern school district's Hispanic student population increased from 3 to over 180 due to the hiring of migrant workers by a local meat packing plant. A qualitative study using interviews and classroom observations examined the processes through which 23 teachers and 5 administrators in this school district formulated an effective instructional program for recently arrived Spanish-speaking students. Input was sought from teachers, the Hispanic parents, and the Hispanic students. The change process consisted of three phases. The Program-Exploring Phase established a common base of understanding among the three stakeholder groups about effective bilingual programs. In the Consensus-Building Phase, a steering committee of representative stakeholders drew on the discussions of the first phase to develop a Statement of Principles and Beliefs (SPB). During the "Response and Ratification Phase," the SPB was sent back to stakeholders for their responses and was eventually presented to the school board for ratification. Shifts in the perspectives of teachers and administrators were reported. Their belief systems were affected by the reform effort according to their willingness to change. By using a process that included all stakeholder perspectives and involved teachers and administrators sharing responsibility as colleagues, an effective instructional program was created that facilitated the academic achievement and social integration of the new students. (Contains 16 references.) (TD)

ED 441 656 RC 022 464

Arnold, Michael L.
Rural Schools: Diverse Needs Call for Flexible Policies. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consolidated Schools; *Educational Change; *Educational Policy; Educational Research; Elementary Secondary Education; Policy Formation; Position Papers; *Rural Schools;

Horn, Ilana Seidel
Accountable Argumentation as a Participant Structure To Support Learning through Disagreement.
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Discourse Analysis; Discourse Modes; Grade 3; Mathematics Education; Primary Education; Social Influences
IDENTIFIERS- *Mathematical Communication

Recent emphasis on discourse in mathematics classrooms has spurred a line of inquiry about different forms of talk in these settings. If mathematical thinking is understood to be a set of practices that includes mathematical discourse, argumentation, which has an especially important role in mathematics, requires analytic attention. In particular, the following questions arise: How can classroom discourse be organized to support mathematical disagreements that (a) are intellectually productive, and (b) minimize social discomfort? This paper investigates the interactional organization of public disagreements in Deborah Ball's third grade classroom by describing a participant structure called accountable argumentation. The norms, expectations, interactional roles, and use of history employed during accountable argumentation are explicated and then applied to the analysis of two public peer disagreement episodes that take place during the same whole-class discussion. These two episodes illustrate the ways in which accountable argumentation supports mathematical learning through disagreement, while mitigating the potentially uncomfortable feelings typically expected in such interactions. (Contains 35 references.) (Author/ASK)

ED 441 678 SE 063 564

Calvert, Tasha; Engelhard, George, Jr.
Gender Differences on Eighth Grade Mathematics Items: A Cross-Cultural Comparison of the United States and Spain.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; Foreign Countries; Grade 8; *Item Analysis; Junior High Schools; *Mathematics Achievement; Mathematics Education; Multiple Choice Tests; *Sex Differences
IDENTIFIERS- *Spain; *United States

Rather than describe mean gender differences in mathematics across different cultures, this study instead focused on an in-depth item analysis across two countries, the United States and Spain. The purpose of this study was to investigate gender differences on multiple-choice mathematics items across two countries by using the data gathered in the Third International Mathematics and Science Study (TIMSS). Although there were no mean gender differences on the total scores in the United States as there were in Spain, micro-level analysis of item

2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; Ecology; *Evaluation; Higher Education; *Science Education; *Scientific Literacy; Undergraduate Students
IDENTIFIERS- *Covariation

This paper presents a study of 64 undergraduate students on the use and evaluation of scientific information. To assess scientific claims as they encounter them in everyday life, students need to gather information. Previous research suggests that a frequent first step is to generate an unsubstantiated casual explanation. This process could improve the search for new information or introduce strategies that lead to bias and distortion. The effect of explaining claims on the information-gathering process is examined in the context of investigating ecological problems. Explaining is manipulated as is the presence of alternative hypotheses, a common treatment for the undesirable effects of explanation. Results indicate that explaining a claim shifts the search away from covariational data that establishes the existence of a relationship and toward the gathering of noncovariational information about underlying mechanisms. This shift is partially prevented by the presence of alternatives. It is suggested that this shift is undesirable. Educational implications are discussed. (Contains 19 references.) (Author/YDS)

ED 441 701 SE 063 825

Brem, Sarah K.
Using Models of Science To Critically Evaluate Scientific Arguments: A Look at Students, Science Education, and the Popular Media.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Concept Mapping; Critical Thinking; Evaluation; *Females; Grade 10; Grade 9; High Schools; Integrated Curriculum; Sciences; *Scientific Principles; Scientists; Single Sex Schools; World Wide Web

This paper examines how conceptions regarding the legitimate purposes and day-to-day course of science influence students' evaluations of science in the popular media. The students involved in this project attend a secondary all-girls school. Their concept of science focused on practical, life-enhancing goals pursued through the complex, time-consuming process of modeling nature. Students used this conception to critically evaluate popular accounts of science. Science and scientists congruent with this image were more admired and trusted than activities and individuals that were not. Their critical ability is thus limited by the limitations of their model of science. Teaching the process and dynamics of scientific activity may help students critically evaluate science. A Web-based curriculum was used to provide students with notetaking capabilities and concept mapping functions. (Contains 12 references.) (Author/YDS)

Social Studies
IDENTIFIERS- American Bar Association; Supreme Court; *United States Constitution

This document consists of three issues of a serial devoted to law-related education (LRE) that offers background information on a wide range of legal issues and teaching strategies for LRE. The title themes for the three issues include: (1) "Speech, Press, Religion, Assembly, Petition"; (2) "Law in the New Information Age"; and (3) "Human Rights." Background articles are provided along with teaching materials on such topics as the U.S. Constitution, public school prayer, human rights around the world, health care, and conducting and comparing surveys. Additionally, sections on "Update on the Courts" and "Update on Congress" provide current information on Supreme Court and other federal court cases and decisions and current activities of the U.S. Congress. Teaching materials propose methods that involve class discussion, collaborative learning, and role playing activities. Many lesson plans include student handouts and visuals. (LB)

ED 441 725 SO 031 614

Weiss, Suzanne, Ed.
Mapping Out a Standards-Based Framework for Geography: The Colorado Geography Curriculum Framework.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 282p.; "In cooperation with Marianne Kenney and Lori Morrow." Accompanying videotape is not available from ERIC. "This project was made possible through the U.S. Department of Education Secretary's Fund for Innovation."
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Benchmarking; Curriculum Development; Educational Change; Elementary Secondary Education; *Geography; *Geography Instruction; Learning Strategies; Professional Development; *Public Schools; Social Studies; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Colorado

This curriculum framework is intended to serve as a comprehensive guide for redesigning curriculum, instruction, assessment, and professional development around the new Colorado state model of content standards for K-12 geography education. The framework enumerates strategies and ideas for implementing the new standards at the district, school, and classroom level. Part 1 of the framework, "Exploring Standards," provides an introduction to the new geography standards, and traces their evolution at the national and state level over the past several years. A set of model benchmarks offers examples of how each of the six standards can be woven into the curriculum at various grade levels. Part 2, "Charting a New Course," explores the "nuts and bolts" of redesigning curriculum, instruction, and assessment around the new standards. This includes: (1) developing a standards-based unit of instruction; (2) incorporating the standards into existing curriculum; (3) developing new ways of assessing students' learning progress; (4) using technology more effectively; (5) using the local community for field studies and other hands-on learning experiences; and (6) accommodating the special needs of gifted

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drama Workshops; Educational Research; Educational Theories; Foreign Countries; Higher Education; *Inquiry; *Music Education; Preservice Teachers; Teacher Education; *Teacher Role
IDENTIFIERS- *Dialogic Communication

In this paper, two arts education instructors engage in a dialogue about their emerging identities to further knowledge for pre-service educators in teacher education programs. Thus, the paper provides a forum about the conduct and theory of arts-based research in education. It also provides examples and critiques of theories of practice and knowing in arts education. In the first part of the paper, "An Autobiographical Prelude," one of the instructors explores the tensions and complexities inherent in the transformation of one's experience as a performing musician into a music educator. In the second part of the paper, "Metaxic Journeys in Drama Facilitation," the other instructor describes how the educator has facilitated workshops for the past 14 years based on Augusto Boal's "Theater of the Oppressed," a popular theater approach that investigates relationships by embracing and recognizing the tacit and implicit knowledge emerging in the performance process. (Contains 14 references.) (BT)

ED 441 745 SO 031 804

Ogawa, Masato
Discovering Different Perspectives of World War II in Sixth-Grade Social Studies Classrooms.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Content Analysis; Grade 6; Interviews; Middle School Students; Middle Schools; Modern History; *Oral History; *Social Studies; Student Research; *Textbook Content; *Thinking Skills; *World War II
IDENTIFIERS- Cultural Framing; *Historical Explanation; Japan (Hiroshima); Japan (Nagasaki); Perspective Consciousness

A study recorded and analyzed instances of how middle school students develop their skills of historical thinking and perspective taking through the use of two methods: textbook analysis and oral history interviews. First, students analyzed textbook treatment of the atomic bombing of Hiroshima and Nagasaki in their U.S. and Japanese history textbooks. Then, they interviewed Japanese and Americans who had different historical perspectives about World War 2, with a special focus on the atomic bombing of Hiroshima and Nagasaki (Japan). Seven questions directed the study, among them: (1) Can students find different treatments of the historical event in Japanese and American textbooks? (2) How do students interact with oral history narrators with different historical perspectives? and (3) How do students analyze different perspectives of the historical event? Participants, two rural Georgia sixth-grade classes, completed a 3-week unit on World War 2, compared textbooks from Japan and the United States, discussed a orientations to classroom management and their classroom behaviors. Participants were teachers and students at an English Preparatory School at Erciyes University in Turkey. Two teachers with different orientations (noninterventionist and interventionist) to classroom management were selected, and their 91 students were administered the Classroom Management Questionnaire. The Questionnaire included 36 items under seven subscales (empathy, enthusiasm, instruction, encouragement, control, feedback and correctives, and evaluation). Teachers were asked open-ended questions related to their orientations to managing their classrooms. Researchers also observed the teachers' classes to gather more in-depth data on how they managed their classes. T-test was used as a statistical analysis. The analysis indicated that the two teachers, with their different orientations, differed significantly on all the subscales except for one, enthusiasm. Both orientations provided certain advantages and disadvantages in different contexts. (Contains 42 references.) (Author/SM)

ED 441 766 SP 039 222

Wingfield, Mary; Nath, Janice L.; Freeman, Lynn; Cohen, Myrna
The Effect of Site-Based Preservice Experiences on Elementary Social Studies, Language Arts, and Mathematics Teaching Self-Efficacy Beliefs.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Education; Elementary School Mathematics; Elementary School Teachers; Higher Education; Language Arts; Mathematics Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; *Self Efficacy; Social Studies; *Student Teacher Attitudes; Student Teachers; Teacher Competencies; Teaching Skills

This study examined the effectiveness of a Professional Development School (PDS) student teaching program within one university's teacher education program. The program is field-based during students' entire senior year, which is divided into a PDS semester and student teaching. During the PDS semester, students are placed in PDS sites around a large metropolitan area with diverse children and lower socioeconomic conditions. During student teaching, students are placed with mentor teachers at schools and monitored by university supervisors. They observe teaching and gradually take over classroom duties. Study participants were preservice teachers who had been placed at PDS sites and who were in the semester preceding student teaching. For two semesters, two groups of preservice teachers completed a pretest and posttest, the Science Teaching Efficacy Belief Instrument and a modified version of the same instrument, to measure self-efficacy beliefs in various subject areas. Results indicated that the PDSs were successful training sites for these students. PDS participants with low self-efficacy at the beginning of the semester made positive judgments about how well they could teach at the end of the semester. Students had opportunities for authentic performance, vicarious experiences, encouragement from others, and positive emotional tones. (Contains 32 controversial subjects. (Contains 24 references.) (SM)

ED 441 785 SP 039 243

De Lawter, Kathryn; Sosin, Adrienne
A Self-Study in Teacher Education: Collective Reflection as Negotiated Meaning.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Global Approach; Graduate Students; Graduate Study; Higher Education; Multicultural Education; Preservice Teacher Education; Self Evaluation (Individuals); *Teacher Collaboration; Teacher Educators
IDENTIFIERS- Meaning Construction; *Reflective Thinking

This self-study highlights two teacher educators' evolving collaborative relationship, viewed within the larger research study of their praxis in teaching. It is part of a multi-layered research methodology, developed to inquire into graduate preservice teachers' understandings of multicultural education. This paper focuses on the experience of negotiating meaning in a process called collective reflection. The term emerged as the teacher-researchers engaged in focused dialogue. It refers to self-conscious engagement with another for the purpose of mutual understanding, whether in class or with a research partner, and to the interaction between people who view being together as time to learn with and from each other. Collective reflection extends to the interpretive work of students and teachers within the classroom. It emphasizes the social nature of meaning construction and affirms the authentic expression of personal knowledge. In the context of a core course called Global Perspectives, collective reflection is a fundamental condition that must be created, made conscious, and maintained through types of interactions that sustain awareness of common purposes and respect for the integrity of differences. This self-study emphasizes concern for conscious and meaningful self and collective reflection in acts of curriculum making. (Contains 58 references.) (SM)

ED 441 786 SP 039 244

Oreck, Barry
Artistic Choices: How and Why Teachers Use the Arts in the Classroom.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; Art Education; Elementary Education; Elementary School Teachers; *Faculty Development; Integrated Activities; *Teacher Attitudes; Teacher Characteristics; Teacher Improvement

mathematics achievement, academic engagement, and locus of control orientation of eighth graders. Student and school data were drawn from the National Educational Longitudinal Study of 1988 for 19,435 students and 997 schools. Hierarchical linear modeling techniques were used to examine the relationship between students' and administrators' perceptions of school climate and students' achievement, engagement, and control orientation. With students' individual background characteristics as well as aggregated socioeconomic status of the schools controlled, authoritarian school climates were associated with lower academic engagement and control perceptions for eighth graders, as well as more differentiating effects of prior grades on their mathematics achievement, a greater gender gap in academic engagement, and increased differentiating of students' socioeconomic status on their mathematics achievement and perceptions of control. Authoritative schools, on the other hand, were not associated with either beneficial or detrimental outcomes for students; however, this component was created from administrators' reports that were less predictive of student outcomes than were students' report. Findings for authoritarian schools are comparable to results documented in the parenting styles literature. Implications for policy and practice are discussed, as are suggestions for further research. Three appendixes contain factor loadings and item descriptors from the principal components analysis, a description of variables used in the analysis, and a description of the hierarchical models used in the analysis. (Contains 6 tables and 57 references.) (Author/SLD)

ED 441 806 TM 030 839

Lau, C. Allen; Wang, Tianyou
A New Item Selection Procedure for Mixed Item Type in Computerized Classification Testing.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Classification; *Computer Assisted Testing; Elementary Secondary Education; Monte Carlo Methods; *Selection; Simulation; Test Construction; *Test Items
IDENTIFIERS- *National Assessment of Educational Progress

This paper proposes a new Information-Time index as the basis for item selection in computerized classification testing (CCT) and investigates how this new item selection algorithm can help improve test efficiency for item pools with mixed item types. It also investigates how practical constraints such as item exposure rate control, test difficulty (i.e., cut point), test length constraint, and test time constraint affect the effectiveness of this new item selection algorithm. Monte Carlo simulation techniques were used, and item parameters from the 1996 National Assessment of Educational Progress science assessment were used to build the data pool for an assessment combining 3 grades and consisting of 246 dichotomous items and 266 polytomous items. To create an Information-Time index, a response-time distribution was simulated. The Information-Time index was found feasible and effective in CCT with a mixed item pool. The Information-Time index for item selection worked well with other testing variables like item exposure control, test

Variables; *Student Attitudes

Factors that increase stress and those that decrease stress were studied with 33 graduate students in an introductory educational research course. Participants completed the Statistical Anxiety Rating Scale (STARS) (R. Cruse, R. Cash, and D. Bolton, 1985) and were asked to rate their anxiety daily during the 4 weeks of the class. The instructor's recognition of anxiety, the instructor's use of humor, and the ability to work with a partner or group were seen by students as anxiety reduction factors. Reducing fear of evaluation was more difficult; students were highly anxious even with an open-book/open-note test. Other situations that increased stress were being unfamiliar with the tools and materials of statistics, having to make a presentation in front of peers, and being given assignments that differed from those required in other courses. Personal and family concerns and the amount of work required in other classes added to the strain of taking the educational research class. (SLD)

ED 441 827 TM 030 862

Russell, Tom
Introducing Preservice Teachers to Teacher Research.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Educational Research; Foreign Countries; High Schools; Higher Education; Practicums; *Research Methodology; *Students; Teacher Education

This paper examines the impact of a compulsory action research project requirement on a teacher education program restructured to provide preservice teacher candidates with an early extended practicum. Thirteen students doing preservice teaching in two high schools in Ontario, Canada, participated. Findings from the action research projects show that preservice teacher candidates can be introduced to teacher research in ways that are likely to affect their professional judgment as their careers unfold. Introducing teacher research is enhanced by an extended period of teaching practice (8 weeks or more) in one school. Introducing teacher research is also enhanced by a strong introduction to and support for an action research project. The introduction to teacher research is also enhanced by strong support for the transition from learning by being told to learning from personal experience. (SLD)

ED 441 828 TM 030 863

Noel, Kathryn A.
The Role of Responsive Choreography in Alternative Assessment: Sequencing Writing Tasks To Support Concept Assimilation.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Assessment; *Concept Formation; Middle

A Cross-Validation Study of the School Attitude Assessment Survey (SAAS).
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Attitude Measures; Construct Validity; *High School Students; High Schools; *Low Achievement; *Middle School Students; Middle Schools; Peer Relationship; Questionnaires; *Self Concept; *Student Attitudes; Student Motivation; Test Construction; Validity
IDENTIFIERS- *Cross Validation

Factors commonly associated with underachievement in the research literature include low self-concept, low self-motivation/self-regulation, negative attitude toward school, and negative peer influence. This study attempts to isolate these four factors within a secondary school population. The purpose of the study was to design a valid and reliable instrument to measure adolescents' academic self-perceptions, attitudes toward school, motivation/self-regulation, and perceived peer attitude in order to understand the underachievement of able youth more fully. The School Attitude Assessment Survey (SAAS) attempted to isolate these factors within a secondary school population. This paper presents the results of the cross-validation of the SAAS pilot study involving 942 students from 1 middle school and 2 high schools and presents evidence of the validity and reliability of the SAAS for use with secondary school students. The cross-validation also lends credence to the construct validity of the four-factor model. An appendix contains the SAAS instrument. (Contains 52 references.) (SLD)

ED 441 849 TM 030 884

Whetton, Chris; Twist, Elizabeth; Sainsbury, Marian
National Tests and Target Setting: Maintaining Consistent Standards.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Accountability; Educational Trends; *Equated Scores; Foreign Countries; *National Competency Tests; National Curriculum; Scoring; *Test Construction
IDENTIFIERS- Angoff Methods; *England; Scripts (Knowledge Structures); *Standard Setting; Target Planning

It is now seen as an economic and political necessity for countries to produce higher levels of performance across the spectrum of ability of all their students. This paper describes one example of the influence of political conditions on the process of developing assessment instruments and on measuring standards. In England, the trend is toward total accountability in education, from the National Curriculum introduced in 1988 to the National Curriculum assessment system that has been

American Jeremiad.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Elementary Secondary Education; *Low Achievement; *Public Opinion
IDENTIFIERS- *American Jeremiads; *Nation at Risk (A)

This paper briefly reviews some of the circumstantial explanations for the unusual grip the report "A Nation At Risk" (National Commission on Excellence in Education, 1983) has had on the imagination of the U.S. public. Beyond these explanations, "A Nation At Risk" is a unique form of lament when it was published, not only did the political maneuvering of many parties bring the report to greater attention than reports on education normally receive, but the structure, rhetorical tone, and fervor of the report, with its suggestions of a nation fallen from grace, gripped the national soul as though it were a sermon. Years after its publication, "A Nation At Risk" remains a subject of commentary and study. As a genre, the Jeremiad foretells destruction because of the evil of a group. In addition, the "American Jeremiad" offers in addition the idea of catharsis and redemption through hard work, sacrifice, and rededication, focusing attention on the possible future in contrast to current failure. The report weaves together powerful strains of U.S. identity, including a fear of lost cohesion and the falling away from the mission of a chosen people. (SLD)

ED 441 869 TM 031 211

Tanguma, Jesus
Variable Selection Strategies in Discriminate Analysis.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Dallas, TX, April 20-22, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discriminant Analysis; *Selection
IDENTIFIERS- Stepwise Regression; *Variables

This paper presents three variable selection strategies in discriminate analysis (all variables in the model, use of stepwise methods, and all possible subsets). All three methods are illustrated through examples. Although the all variables in the model and the stepwise methods are the most widely used, B. Thompson (1996) and C. Huberty (1994) strongly oppose their use. On the other hand, Huberty states, "If one is into basing predictor selection on the data on hand, the recommendation here is to use the all-possible subsets approach" (C. Huberty, 1994, p. 125). (Contains 12 tables and 6 references.) (Author/SLD)

ED 441 870 TM 031 212

Tanguma, Jesus

ED 441 889 UD 033 555

Renn, Kristen A.
Tilting at Windmills: The Paradox of Researching Mixed-Race.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Traits; *Multiracial Persons; *Race; *Racial Differences; Racial Identification; Self Concept; Social Differences
IDENTIFIERS- *Multiracial Identity; Social Construction

This paper addresses the growing interest among social scientists in studying the experiences of so-called mixed-race (or multiracial, biracial, or mixed heritage) individuals, when the study of multiraciality risks reinforcing the notion of fixed races. Distinguishing mixed-race people as a category assumes that there are pure races to begin with and that there are people who are not mixed-race. The paper begins with a brief review of the history of the study of multiraciality, then it poses questions raised by the study of the experiences of mixed-race people. It presents five alternative philosophical approaches to addressing this question, and it suggests how the study of multiraciality might be done without further reinforcing the notion of static racial categories. The paper maintains throughout that race does not exist except as a social construction. (Contains 69 references.) (SM)

ED 441 890 UD 033 556

Asher, Nina
Transforming Multicultural Knowledge: Attending to the Stories of Indian American High School Students' Efforts To Negotiate Self-Representations.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Asian Americans; *Career Choice; *Ethnicity; High School Students; High Schools; *Social Behavior; Student Behavior
IDENTIFIERS- *Indian Americans

This study analyzed how the model minority stereotype effectively masks the marginalization of Asian Americans even in multicultural educational discourse. The study examined issues related to academic achievement, career choice, and identity confronting Indian American high school students in New York City. Researchers interviewed 10 Indian American students, 5 from each of 2 contrasting schools (a competitive public high school and a private school). Students completed a series of three in-depth, semi-structured interviews that focused on the messages from school and home that these students said they received in relation to academic achievement, career choice, social behavior, and identity. Additional data came from an a survey of children and adults under age 65 in over 44,000 households which provides representative information on the nonelderly population for 13 states and the nation overall. This study used data on Alabama, Colorado, Michigan, Minnesota, Mississippi, Texas, Washington, and Wisconsin. Data show that national patterns may not necessarily be reflected in all states, and some states may have problem areas not apparent in national statistics. According to the results, rural areas are poorer than urban ones, and the more isolated the rural area, the greater the degree of poverty. Results are presented for insurance coverage, health status, health care visits, lack of confidence in getting needed care, and state profiles. Overall, the study confirmed many of the rural health care problems that have been identified elsewhere (e.g., low incomes, inadequate insurance coverage, health problems, and lower rates of service use). States varied significantly in the severity of the problems. (SM)

ED 441 910 UD 033 581

Leigh, Wilhelmina A.
HIV/AIDS Prevention Education for African American Youth: Approaches, Issues, and Recommendations.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Blacks; *Comprehensive School Health Education; Culturally Relevant Education; Elementary Secondary Education; *Health Promotion; Public Health
IDENTIFIERS- *African Americans; Forums; Risk Reduction

This report describes some models for effective community-wide cooperation in AIDS prevention and education for African American youth. Since 1994, the Joint Center for Political and Economic Studies has hosted forums around the country to provide information to black public officials about HIV/AIDS prevention education in schools. Forums in Oakland, California; Detroit, Michigan; Memphis, Tennessee; and Durham, North Carolina made clear the complexities of providing culturally competent and effective HIV/AIDS prevention education to African American youth. This report details approaches to providing youth with HIV/AIDS prevention messages that can save their lives. Each of the four forums is briefly described as a prototype for conducting outreach to leadership groups, followed by a description of the general steps undertaken to organize the forums. Other approaches that came to the attention of planners as a result of the forums are also described, as are the many and varied issues raised in conjunction with providing HIV/AIDS prevention education in local schools. The report concludes with recommendations based on both the issues and approaches addressed. Three appendixes include: HIV/AIDS and African American youth factsheets; FOCUS articles on HIV/AIDS; and evaluation forms from the Durham forum. (SM)

ED 441 911 UD 033 582

Scheuer, Joan
Checkerboard Schooling: How State Aid Affects High Minority School Districts in New York State.
SPONS. AGENCY- Caroline and Sigmund Schott Foundation, Cambridge,

The Senate Committee on Health, Education, Labor, and Pensions met to consider the largest program within the Elementary and Secondary Education Act, Title I, Helping Disadvantaged Children Meet High Standards. At this hearing, how Title I funds are spent, who they serve, and whether student performance is improving were topics discussed. After introductory remarks by Senators James M. Jeffords (Vermont), Christopher J. Dodd (Connecticut), Patty Murray (Washington), and Susan M. Collins (Maine), a panel of experts testified about the funding and impact of Title I. Wayne Riddle of the Congressional Research Service gave an overview of Title I. David Baroudi, Vermont's Title I director, discussed the important role of Title I and the need to integrate it with other education programs. Lula Ford, the Title I director for the Chicago, Illinois, schools discussed the way Title I related to overall reform efforts. William Taylor of the Citizen's Commission on Civil Rights suggested needed changes for the upcoming reauthorization of Title I. The final witness, Terry Bergeson, chief state school officer of Washington, presented her perspective on Title 1 and its relationship to other state and federal education programs. Prepared statements of these witnesses follow their testimony. (SLD)

ED 441 931 UD 033 604

Trulear, Harold Dean
Faith-Based Institutions and High-Risk Youth. First Report to the Field. Field Report Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Pinkerton Foundation, New York, NY.
PUB DATE- 00
NOTE- 26p.; Additional support from the Charles F. Hayden Foundation, Annie E. Casey Foundation, the Stuart Foundation, and a number of local and regional foundations that have supported project work in the individual sites.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Church Role; *Churches; Community Programs; Demonstration Programs; Religious Organizations; Urban Youth; *Youth Programs

Building on a survey of the role of religious institutions in programs for high-risk youth and consultations with experts in the field, a field demonstration project was implemented to test strategies for using religious institutions to anchor local partnerships aimed at high-risk youth. The partnerships were designed to address the developmental needs of the highest-risk young people, those whom most programs, and social policy itself, seem to have abandoned. This report, based on the first year of working with these programs, is the first of a series to come. The 11 collaborative sites represent a variety of approaches, diversity of religious and ethnic traditions, and a multiplicity of geographical areas, both urban and suburban. Early lessons from these sites are the: (1) challenge of capacity building; (2) challenge of connecting with funding sources; (3) challenge of evaluation; (4) need for focused leadership; (5) challenge of targeting high-risk youth; (6) need for collaboration; (7) importance of planning and program strategies; (8) importance of building relationships of trust; and (9) role of faith. Preliminary findings point to the importance of faith-based initiatives in working with high-risk youth. (Contains 12 references.) (SLD)

ED 441 932 UD 033 605

sexually transmitted diseases, and teen pregnancy. Chapter 8 covers a variety of infectious diseases facing teens, including hepatitis B, tuberculosis, and dental disease. Appended are figures relevant to each chapter and a comprehensive list of Web sites where additional information can be obtained. (KB)

ED 441 600 PS 028 609

Love, Arlene; Sikorski, Pat
Integrating Technology in a Montessori Classroom.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Software Selection; *Computer Uses in Education; *Educational Technology; Elementary Education; *Elementary School Teachers; Internet; *Montessori Method; *Teacher Attitudes
IDENTIFIERS- Montessori Schools

The importance of the prepared environment to the Montessori educational philosophy necessitates careful teacher training to successfully implement computer technology in the Montessori classroom. This paper explores the views and experiences of 11 Montessori teachers in integrating computers in their classroom. The paper maintains that Maria Montessori would likely embrace computer technology in the classroom and that the current question should be when, where, and how children should be introduced to computer experiences rather than whether they should be exposed to computers. The concerns of Montessorians with regard to educational technology are presented, including insecurity when encountering the unknown and concerns about diluting the purity of the Montessori philosophy and method. The paper also lists characteristics of computer software that should be considered in software selection. Benefits of appropriate computer software are described. Also detailed are the impressions of 11 Montessori public school educators who evaluated the use of iMac software specifically and educational technology generally. The teachers suggested that computer software may complement the Montessori curriculum and allow the child to move to a more abstract level after mastering the Montessori manipulatives. Teachers generally used the iMac software to support the program through research or extensions of lessons. Almost all the teachers agreed that technology reflects the Montessori philosophy because children need to adapt and be knowledgeable about technology. The paper concludes with a discussion of the use of the Internet. (KB)

ED 441 601 PS 028 610

Marcon, Rebecca A.
Educational Transitions in Early Childhood, Middle Childhood, and Early Adolescence: Head Start vs. Public School Pre-Kindergarten Graduates.
PUB DATE- 00
NOTE- 13p.; Paper presented at the National Head Start Conference (5th, Washington, DC, June 28-July 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

integrative programs. Contains 12 references. (LPP)

ED 441 619 RC 021 669

Perry, Constance M.
Community Service Learning: Goals and Outcomes.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the National Rural Education Association (Buffalo, NY, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Risk Students; *High School Students; High Schools; *Outcomes of Education; Questionnaires; School Attitudes; Self Esteem; *Service Learning; Social Attitudes; Student Alienation; *Student Attitudes; Student Surveys

A 3-year community service learning program was established at a small high school in Maine. The program aims to provide a unifying focus for a fragmented student population, address community problems, and increase students' self-esteem and feelings of being meaningful members of their community. In grade 9, teachers of every subject design exploratory community learning experiences for all students. During grade 10, integrated teams of heterogeneously grouped students meet monthly with teams of teachers to participate in nine seminars. These seminars include field trips to potential service learning sites and community meetings and culminate in the development of individual service learning action plans. In grade 11, students implement their action plans, performing a minimum of 50 hours of hands-on work, and prepare a portfolio demonstrating the outcomes of their learning. A survey was administered to 64 students at the end of the 3-year program and to 70 seniors who had not participated in the program. The two groups differed significantly in reported school belonging and willingness to participate in one's community and help others. Both groups reported relatively high self-esteem, regardless of program participation. Seventy-five percent of the treatment group agreed that they could make a difference in the world, and this attitude was correlated with self-esteem. Self-esteem was also correlated with school belonging. An appendix contains the student survey. (SV)

ED 441 620 RC 021 677

Garkovich, Lori; Irby, Jon
Where the Rubber Meets the Road: New Governance Issues in America's Rural Communities.
SPONS. AGENCY- Cooperative State Research, Education, and Extension Service (USDA), Washington, DC.
PUB DATE- 98
NOTE- 10p.; A publication of the Rural Community Consortium.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; Community Control; Counties; *Decentralization; Extension Education; *Governance; *Government Role; Governmental Structure; Higher Education; Land Grant Universities; *Local Government; Political Attitudes; *Rural Areas; Technical Assistance
IDENTIFIERS- Training Needs

Control over a broad range of programs is being shifted back to

Countries; Geographic Isolation; Indigenous Personnel; *Native Language Instruction; Personal Narratives; Principals; School Community Relationship; School Culture; Teacher Administrator Relationship; *Teacher Student Relationship

IDENTIFIERS- *Baffin Island

In 1987, the author accepted the position of principal/program-support teacher in the Inuit community of Anurapaktuq in the Baffin Island region of Nunavut, Canada. In the 4 years she spent there, positive changes occurred in the K-9 school and community. This book recounts how and why this was achieved. Chapter 1 describes the psychological context, research design, methodology, and development of the book. Chapter 2 describes the history, ecology, and sociology of the community, and the author's previous experiences as a primary teacher and special education programmer. Chapter 3 discusses major changes effected at the school: improved attendance; increased student commitment; increased cognitive and language development, particularly in Inuktitut; and increased numbers of Inuit educators in the school. Chapter 4 discusses the instructional strategies that led to change in the school: teaming and theming, learning centers, small-group instruction, consideration of the Inuit perspective, the use of Inuktitut in the school, parental involvement, and assessment and tracking of students. Chapter 5 contains five sections about staffing: increasing the number of Inuit educators at the school, teacher development, increasing language and culture in the school, cross-cultural issues related to being a non-Inuit in an Inuit school, and the creative allocation of staff. Chapter 6 has three sections devoted to the role of the principal: philosophical orientation, the use of time, and the ethic of caring. The epilogue recaps insights into education change. Two appendices present the Anurapaktuq school goals and discipline policy, based on "Catching 'Em Being Good." (Contains 76 references and an index.) (TD)

ED 441 638 RC 022 415

Crooks, Terry; Caygill, Robyn

New Zealand's National Education Monitoring Project: Maori Student Achievement, 1995-1998.

PUB DATE- 99

NOTE- 25p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Educational Assessment; Elementary Education; *Elementary School Students; Ethnicity; Foreign Countries; Grade 4; Grade 8; Indigenous Populations; *Maori (People); Sex Differences; Socioeconomic Influences

IDENTIFIERS- *New Zealand

The National Education Monitoring Project (NEMP) conducts annual surveys of the achievement of grade 4 and grade 8 students in the New Zealand education system. This paper compares the 1995-98 results for Maori and non-Maori students. Results in 15 curriculum areas are compared for Maori versus non-Maori students using the total sample and using a sample of Maori students who attended schools in which enrollment was 10-30 percent Maori. The restricted sample avoids the confounding influence of low socioeconomic status found in schools with high Maori enrollment. Overall, Maori students performed less

Rural Urban Differences; School District Autonomy; *School Size
IDENTIFIERS- *Reform Strategies

The development of effective policies to improve rural schools is impeded by the lack of a consistent definition of "rural" and a paucity of good rural education research. The argument for consolidating small rural schools into larger ones is based on the assumptions that larger school systems can achieve economies of scale that reduce per-pupil costs and that larger systems can offer better and more specialized instructional programs that improve opportunities for students. There is little evidence supporting either assumption. Research examining the relationship between high school size and student learning found that schools can be too big and too small, with the optimum size between 600 and 900 students. Recommendations to policymakers concerning rural schools include: (1) consolidation is not beneficial in most instances, but should be a local decision when considered; (2) multi-dimensional approaches are needed; (3) one-size-fits-all policies are not suited to rural schools since they are diverse and their needs differ from those of urban and suburban schools; (4) rural schools should seek assistance and technical advice; (5) policymakers should involve local stakeholders in the policy-setting process and give local communities the flexibility to carry out policies in ways that best suit their needs; and (6) state policymakers should learn more about rural schools in their state through comprehensive surveys of rural schools and periodic reviews of strategies and issues pertinent to rural schools. (Contains 13 references.) (TD)

ED 441 657   RC 022 465

Dockett, Sue; Perry, Bob; Howard, Peter; Meckley, Alice
What Do Early Childhood Educators and Parents Think Is Important about Children's Transition to School? A Comparison between Data from the City and the Bush.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Foreign Countries; Learning Readiness; *Parent Attitudes; *Rural Urban Differences; *School Readiness; Social Adjustment; *Student Adjustment; *Teacher Attitudes; *Young Children
IDENTIFIERS- *Australia (New South Wales)

During 1998 and 1999, the Starting School Project at the University of Western Sydney-Macarthur conducted a survey across New South Wales (Australia) of parent and teacher opinions about children's successful transition to school. Survey responses were received from 240 teachers and 243 parents of young children. Respondents were grouped according to geographic location: metropolitan Sydney and Wollongong, "regional" areas (major rural centers), and "rural" areas (small rural communities and isolated areas). The survey examined physical issues (child's physical size and ability to interact with adults), child's knowledge of school rules, social factors, health factors, and distance and other issues. Differences were found among groups of respondents concerning the perceived importance of preschool experiences, the nature of these experiences, the particular effects of geographic characteristics must be considered when interpreting results. Even within categories, the direction of gender differences varied depending on other characteristics of the item. It was concluded that item difficulty was indeed related to gender differences in both countries. (Contains 50 references.) (ASK)

ED 441 679 SE 063 583

Hake, Richard R.
Interactive-Engagement vs. Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; High Schools; Higher Education; Measures (Individuals); *Mechanics (Physics); *Physics; Science Instruction; *Student Evaluation; Surveys

A survey of pre/post test data using the Halloun-Hestenes Mechanics Diagnostic test or more recent Force Concept Inventory is reported for 62 introductory physics courses enrolling a total number of students N=6542. A consistent analysis over diverse student populations in high schools, colleges, and universities is obtained if a rough measure of the average effectiveness of a course in promoting conceptual understanding is taken to be the average normalized gain g . The latter is defined as the ratio of the actual average gain (% post - % pre) to the maximum possible average gain (100-% pre). Fourteen "traditional" (T) courses (N=2084) which made little or no use of interactive-engagement (IE) methods achieved an average gain

ED 441 680 SE 063 598

Dickinson, Valarie L.; Abd-El-Khalick, Fouad S.; Lederman, Norman G.
Changing Elementary Teachers' Views of the NOS: Effective Strategies for Science Methods Courses.
PUB DATE- 00
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Science; Higher Education; Methods Courses; *Preservice Teachers; Science Activities; Science Education; *Science Teachers; *Scientific Principles; *Teacher Attitudes

This study assesses the influence of a set of activities developed based on preservice elementary science teachers' conceptions of the nature of science (NOS). It also compares the effectiveness of these activities when implemented using two approaches. The first approach was a direct explicit approach while the second featured additional reflective components. The reflective components included written and oral discussions about the elements of the nature of science throughout the courses in the second cohort. Results show that prior to instruction, most students in both cohorts believed in a single scientific method that guarantees the objectivity of scientists and scientific knowledge. All students held either an hierarchical view of the relationship between scientific theories and laws or believed that laws were well-supported,

ED 441 702 SE 063 826

Windschitl, Mark
The Diffusion and Appropriation of Ideas in the Science Classroom: Developing a Taxonomy of Events Occurring between Groups of Learners.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Cooperation; Educational Theories; Experiential Learning; Grade 9; High Schools; *Intergroup Education; *Learning; Metacognition; Physical Sciences; Problem Solving; *Science Curriculum

Research on group learning has focused almost exclusively on interactions among individuals within groups; there has been little research on phenomena occurring between groups of learners in classrooms. This exploratory study identifies, describes, and categorizes events occurring between members of different learning groups in three ninth-grade physical science classrooms. This study also investigates how the characteristics of learning tasks enable or constrain different kinds of inter-group interactions, and, in turn, how they affect opportunities for learning. Evidence gathered during the study supports four assertions about inter-group interactions in collaborative contexts: (1) inter-group dynamics are qualitatively different from intra-group dynamics; (2) the products of student work and the constructive processes leading to such products are significantly influenced by inter-group dynamics; (3) different types of tasks stimulate and constrain different types of inter-group interactions; and (4) within collaborative contexts, students are capable of engaging in complex activities and creating authentic products with minimal intervention from the teacher. (Contains 49 references.) (Author/YDS)

ED 441 703 SE 063 827

Windschitl, Mark
Pre-Service Science Teachers and the Independent Inquiry Experience.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Epistemology; Higher Education; *Inquiry; *Preservice Teacher Education; Science Curriculum; *Science Instruction; *Science Teachers; Scientific Methodology

Most of America's pre-service science teachers enter their preparation programs without having conducted a single inquiry in which they have developed the question being investigated or the means to resolve it. This article describes a study in which twelve pre-service secondary science teachers developed students, students with learning disabilities, and students with limited proficiency in English. Part 3, "Training the Expeditionary Team," offers guidelines for developing school- and district-based professional development programs, and part 4, "Developing and Sharing New Resources," contains additional materials. (BT)

ED 441 726 SO 031 638

Technical Guide for Implementing Content Standards: Social Studies, June 1999.
PUB DATE- 99
NOTE- 54p.; Cover page title varies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; Elementary Secondary Education; *Public Schools; *Social Studies; *State Standards; Student Educational Objectives
IDENTIFIERS- *South Dakota

This technical guide is a resource to help educators implement the adopted social studies standards for South Dakota. The guide to the standards includes the goals, indicators, benchmarks, and grade level standards. It is organized in grade level clusters according to benchmark levels: K-2, 3-5, 6-8, and 9-12. This format is provided as a framework for school districts to use as they study and implement the state standards; design local district and classroom assessments; and align curriculum materials, resources, and technology to the South Dakota standards. The technical section of the guide is formatted into benchmark clusters so that teacher teams or individual teachers can easily reference the social studies standards at adjacent grade levels; for example, the first-grade teacher could survey the classroom learning objective in both the kindergarten and the second grade. The guide's four broad, conceptual goals (content area/discipline standards) are the K-12 strands/strings that define the essence of the discipline of social studies. Because they are the "end results" of what is expected of students after 13 years of study in South Dakota schools, the goals are worded the same at each grade level. The guide's goals are that students will understand: (1) the emergence and development of civilization over time and place; (2) the interrelationships of people, places, and the environment; (3) the historical development and contemporary role of governmental power and authority; and (4) the impact of economics on the development of societies and on current and emerging national and international situations. (BT)

ED 441 727 SO 031 644

Mazur, Laurie Ann; Sechler, Susan E.
Global Interdependence and the Need for Social Stewardship. Paper No. 1.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Development; Foreign Countries; *Global

hypothetical situation with Hiroshima as their community, and engaged in a sustained oral history interview experience. Data revealed that the majority of the students were able to find different treatments of the atomic bombing of Hiroshima and Nagasaki in U.S. and Japanese textbooks. Most students found that the U.S. textbook paid little attention to the historical event of Nagasaki and Hiroshima, devoted little space to the bombing, and exhibited a superficial perspective. The introduction of oral history activities helped almost all students to develop their historical thinking, general analysis, and critical thinking skills. (Contains 61 references. Appended are sample oral history questions and a data sheet.) (BT)

ED 441 746 SO 031 805

Montgomery, Alison
Values in Education and the Promotion of Citizenship in Northern Ireland.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; *Citizenship Education; Comparative Education; Elementary Education; Foreign Countries; *Research and Development; *Values Education
IDENTIFIERS- *Northern Ireland; *Teacher Engagement

This paper explores a number of research and development projects relating to the provision and promotion of values in Northern Ireland. A brief overview is given of current definitions and interpretations of values and education in a range of European countries and the United States. The main findings emerging from research in this area in Northern Ireland are then examined and followed by a review of a development project that grew out of the research. This project, entitled "Primary Values," demonstrates how a values framework has been employed to facilitate primary school teachers' engagement with a wide range of social, emotional, and moral issues, which include identity, sectarianism, conflict resolution, and citizenship. The project offers an example, through the use of stories and structured inquiry, of how teachers can access and manage meaningful reflection and dialogue around values and value-related issues in the elementary school classroom. (Contains a 36-item bibliography.) (Author/BT)

ED 441 747 SO 031 806

Birthistle, Ursula
Peace Education: The Importance of Social Engagement Skills and a Human Rights Framework.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

references.) (SM)

ED 441 767 SP 039 223

Gould, Lois M.
Analyzing Early Conceptual Change Processes through Students' Reflective Writing.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Developmental Stages; Elementary Secondary Education; Higher Education; Portfolio Assessment; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; *Writing Skills
IDENTIFIERS- Conceptual Change; *Reflective Writing

This study analyzed preservice teachers' personal written reflections in order to better understand their individual perspectives on their learning and growth during the early phases of the learning to teach experience. The study investigated students' perceptions of the transformative process during an introductory course, Classroom Processes and Instruction, focusing on what could be learned about preservice teachers' reflective orientations and implications for program development in early stages of the learning to teach process. At the end of the semester, students were invited to be a part of the study. Student volunteers completed a questionnaire asking for biographical information. Study data came from students' final reflective essay, which highlighted how they changed their views about teaching during the course. They were asked to include documents to support their assertions. Researchers assigned the students to a level depending on the quality of their writing. Results indicated that the preservice teachers were at very different levels or stages of development, and they took very different meanings from their educative experiences. (Contains 45 references.) (SM)

ED 441 768 SP 039 224

Cole, Ardra L.
An Overview and Analysis of Processes of Programmatic and Curricular Reform in Teacher Education in Anglophone Canada.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Strategies; Communication Skills; *Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; Leadership; *Preservice Teacher Education; Rewards
IDENTIFIERS- *Canada; *Reform Efforts; Reform Strategies

This study examines the process of programmatic and curricular reform in teacher education at Anglophone universities across

This study examined characteristics of elementary teachers who used the arts regularly in class, including their attitudes toward art and children, perceptions and definitions of the artistic parts of their lives and teaching, their reconciliation of time spent in arts activities with external pressures for test preparation and standardized curriculum and pedagogy, and their perceptions of staff development in helping implement artistic methods. Teachers involved in four arts-based staff development programs completed surveys on their attitudes toward arts in the curriculum and frequency of use of arts for various purposes in the classroom. Results identified 11 teachers in the highest use group. Further analysis revealed patterns of use that separated them by active facilitation of arts activities and exposure-type activities. Six teachers representing each group completed interviews. Four teachers interviewed participated in more than one week-long summer arts institute and up to four full-day workshops during the school year, collaborating on arts-integrated curriculum projects with visiting artists. Teachers shared many personality characteristics that helped them create artistic classroom climates, though types and frequency of arts experiences they facilitated varied greatly. They were unique in their attitudes supporting the arts and specific skills as facilitators of artistic processes. (Contains 68 references.) (SM)

ED 441 787 SP 039 245

Freidus, Helen
Fostering Reflective Practice: Taking a Look at Context.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Field Experience Programs; Graduate Study; Higher Education; *Portfolio Assessment; Preservice Teacher Education; *Reflective Teaching; Student Teacher Evaluation; Teacher Attitudes
IDENTIFIERS- Bank Street College of Education NY; *Reflective Practice

This paper first examines how the graduate institute of teacher education at Bank Street College of Education, New York, has worked to foster reflective practice over time and across program components. It examines the mission and structures that have been enacted to this end and identifies ongoing challenges encountered. The paper first discusses how Bank Street faculty define reflection and how Bank Street courses and fieldwork support reflective practice. Next, the paper examines how the portfolio process supports reflective practice, focusing on the decision to implement portfolios and the structure of the portfolio. The impact of context is discussed, looking at the influence of external documentation and internal documentation. Finally, the paper focuses on embedded challenges, including developing new habits of mind, having feelings of risk and vulnerability, and meeting the needs of today's classrooms. Evidence suggests that reflective practice can be nurtured and extended within the context of teacher education programs. The presence of a cohesive discourse community supports the development of reflective habits of mind for teachers and difficulty, and test constraints. (Contains 2 tables and 19 references.) (SLD)

ED 441 807 TM 030 840

Flippo, Rona F.; Riccards, Michael P.
Initial Teacher Certification Testing in Massachusetts: What Has Been Going On? Reflections of a College Professor and a College President.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Teacher Certification; Teacher Education; Teacher Supply and Demand; *Test Use
IDENTIFIERS- *Massachusetts; *Teaching to the Test

Massachusetts is a newcomer to teacher testing, and prospective teachers in the Commonwealth of Massachusetts were not tested until April 1998. The unintended consequences of the state's teacher testing policy are examined through a qualitative case study and a document review of media reports, higher education institution reports, in-house activities at one college, and a review of the teacher certification testing literature. The intent of the Massachusetts program makes sense, but nearly 60% of prospective teachers failed the first test. Only 6 of the state's 55 certified programs reached the 80% pass rate required to retain accreditation. In the wake of these findings, teacher preparation programs are beginning to teach to the test. In addition, colleges may be reducing their applicant pools in order to increase their pass rates. Overall, the weight of the test may be changing what and how teacher education programs teach in ways that may not be in the long-term best interest of new teachers or their future students. The degrading manner in which teachers have been viewed in the publicity surrounding the low pass rates may discourage college graduates from joining the teaching force, and this impact may be especially severe on minority students. The push for quality is a worthy goal, but it needs to be tempered with the state's demand for more qualified teachers. (Contains 2 tables and 32 references.) (SLD)

ED 441 808 TM 030 842

Pyo, Kyong Hyon
Assessing Dimensionality of a Set of Language Test Data with Simulated and Real Data Sets.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Factor Analysis; *Language Tests; Nonparametric Statistics; Simulation
IDENTIFIERS- *Dimensionality (Tests)

The primary purpose of this study was to compare the performance

School Students; *Middle School Teachers; Middle Schools; Student Evaluation; *Teacher Student Relationship; *Teaching Methods; Test Construction; *Writing Tests

In an attempt to understand, holistically, how teachers make sense of their classrooms and how they use assessment to facilitate learning, this paper explores the use of a metaphor, "responsive choreography," to examine instruction in one classroom. "Responsive choreography" describes the subtle interplay or "dance" between the learner and the teacher in the role of enabling each other. How alternative assessment strategies were used to inform instructional practice and how the teacher's responsiveness made sense of assessment were studied through the analysis of writing tasks for a seventh grade social studies class. Observation of the social studies teacher and student writings indicate that the teacher seldom reached the ideal of responsive choreography. The focus of this teacher appeared to be on what she wanted students to know rather than on student learning and student response. Over the course of the research, the teacher saw the value of being responsive in her instructional choreography, but sustaining this approach would require the re-examination of her instructional practice overall. (Contains 27 references.) (SLD)

ED 441 829 TM 030 864

Mecklin, Christopher J.; Mundfrom, Daniel J.
Comparing the Power of Classical and Newer Tests of Multivariate Normality.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Monte Carlo Methods; *Multivariate Analysis; Simulation
IDENTIFIERS- *Normality Tests; Power (Statistics)

Many multivariate statistical methods call upon the assumption of multivariate normality. However, many applied researchers fail to test this assumption. This omission could be due to ignorance of the existence of tests of multivariate normality or confusion about which test to use. Although at least 50 tests of multivariate normality exist, relatively little is known about the power of these procedures. The purpose of this study was to examine the power of 13 promising tests of multivariate normality under a variety of conditions. Monte Carlo simulations were used to generate 10,000 data sets from many multivariate distributions, including the multivariate normal distribution, normal mixtures, elliptically contoured distributions, and heavily skewed distributions. The test statistic for each procedure was calculated and compared with the appropriate critical value. The number of rejections of the null hypothesis of multivariate normality was tabled for each situation. No single test was found to be the most powerful in all situations. The use of the Henze-Zirkler (N. Henze and B. Zirkler, 1990) test is recommended for a formal test of the null hypothesis of multivariate normality. The use of supplementary procedures such as K. Mardia's measures of skewness and kurtosis and the chi-square or beta plot is also recommended for diagnosing the cause of the non-normality. (Contains 11 tables and 48 references.) (Author/SLD) implemented since about 1996. The widespread use of target setting as a management and motivational device has become part of the assessment and curriculum process. At the start of the current contracts for testing, covering tests for the years 2000 to 2002, the government's Qualifications and Curriculum Authority and the National Foundation for Educational Research agreed that no one method of standard setting could stand public scrutiny. For this reason, four methods are being used to assure the constant nature of standards: (1) direct statistical equating with the test from the previous year; (2) equating of the new test with an anchor test; (3) an Angoff-type standard setting procedure; and (4) a "script scrutiny" procedure. Each of these approaches is described. These processes illustrate that the setting and maintenance of standards is a social and societal process that can stand only if it is acceptable publicly and politically. (Contains 20 references.) (SLD)

ED 441 850 TM 030 [illegible]85

Holbrook, Allyson; Bourke, Sid; Owen, John M.; McKenzie, Phil; Ainley, John
Mapping Educational Research and Exploring Research Impact: A Holistic, Multi-Method Approach.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). "Mapping Educational Research and Its Impact on Schools" was one of three studies of the "Impact of Educational Research" commissioned and funded by the Australian Federal Dept. of Education, Training, and Youth Affairs in 1999 (Minister: The Honorable Dr. David Kemp, MP).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Databases; Educational Administration; Educational Policy; *Educational Research; Elementary Secondary Education; Foreign Countries; *Graduate Students; Higher Education; *Principals; *Research Utilization; *Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- *Australia

This paper discusses the main analytical techniques used in "Mapping Educational Research and Its Impact on Schools." The study considered the impact of the outcomes of educational research on the practice of teaching and learning in Australian schools and on educational policy and administration. Mixed methods were used, beginning with a review of the literature and the exploration of the Australian Education Index (AEI) educational research database. Documents were collected from faculties of education in Australia, and questionnaires about the use of educational literature were developed for postgraduate students (n=1,267), school principals (n=73), and representatives of 72 professional associations. Interviews were then conducted with seven policymakers and selected respondents to the postgraduate student questionnaires. The study indicates that it is possible to use an existing database to monitor educational research in Australia. A clear majority of all three groups surveyed provided evidence of the awareness, acceptance, and valuing of educational research in Australia. Interviews with policymakers also showed the use of educational research in policy formation. The multiple perspectives of this study give a picture of the links between research and its use in schools and departments of education in

Steps in Test Construction.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Dallas, TX, April 20-22, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Test Construction; Test Content; Test Format; Test Items
IDENTIFIERS- Test Specifications

This paper addresses four steps in test construction specification: (1) the purpose of the test; (2) the content of the test; (3) the format of the test; and (4) the pool of items. If followed, such steps not only will assist the test constructor but will also enhance the students' learning. Within the "Content of the Test" section, two examples of tables of specifications are presented. In addition, detailed guidelines are provided for writing different item formats. (Contains 2 tables and 10 references.) (Author/SLD)

ED 441 871 TM 031 213

Thomas, Sally; Smees, Rebecca
Dimensions of Secondary School Effectiveness: Comparative Analyses across Regions.
PUB DATE- 00
NOTE- 20p.; For preliminary study, see ED 426 460. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Comparative Analysis; Educational Policy; Effective Schools Research; Foreign Countries; Geographic Location; Models; *Performance Based Assessment; *School Effectiveness; *Secondary Education
IDENTIFIERS- *United Kingdom

Recent government policies in the United Kingdom implementing new systems of evaluation and accountability have highlighted the use of performance data to inform judgments about secondary schools, but these developments themselves have been informed by a relatively small number of research studies. This paper reports the findings of a study of school effectiveness from six extensive and detailed regional data sets from two sections of Lancashire, London, Jersey, Scotland, the Netherlands, and England as a whole. Objectives were to study the optimal models for measuring secondary school effectiveness across a range of outcomes in the United Kingdom and abroad, the extent of regional differences in school effectiveness results, and the underlying dimensions of school effectiveness across different regional and policy contexts. Findings show that at least four dimensions of secondary school effectiveness can be defined, in terms of different: (1) outcomes; (2) student groups; (3) pupil cohorts; and (4) curriculum stages (key stages in the British national curriculum). Regional differences appeared to exist in terms of the size and impact of school effects, and they were mirrored by differences in regional context. Effectiveness at different levels of the education system and interactions between levels need to be continually monitored in order to inform policy decisions and map out the boundaries of school event sampling guide, used for observing each of the participants. Results indicated that, in relation to academic achievement and career choice, these students experienced pressure to excel and plan ahead for careers that would ensure future financial success and security. In relation to social behavior and identity, given the differences in the home and school contexts and cultures, students experienced interracial, interethnic, and intercultural dissonance and tensions in negotiating self-representation and identity in each setting. (Contains 29 references.) (SM)

ED 441 891 UD 033 557

Aguilar, Jill A.
Chicano Street Signs: Graffiti as Public Literacy Practice.
PUB DATE- 00
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Art Expression; *Cultural Context; Cultural Influences; *Literacy; Mexican Americans; Minority Group Children
IDENTIFIERS- California; Chicano Arts; *Chicanos; Gangs; *Graffiti; Latinos

What has been depicted as persistent, widespread failure of Latino adolescents in schools can be viewed as resistance to the hegemonic pressures of schools, precipitated in part by schools' failure to value and understand their age- and culturally-specific literacies. This paper examines graffiti, one such literacy, as a public literacy practice. Seven samples of Los Angeles area "Cholo" style graffiti are analyzed for their content, nature, and function according to a semiotic model developed in Mexico, in the context of sociohistorical development in East Los Angeles. Results reveal that, contrary to the official school perspective, Chicano adolescents engage in purposeful literate practices that express commonly held values, using culturally recognized forms. These forms are stable across time, but respond in flexible and creative ways when practiced by different users in different contexts. A consideration of the messages that are expressed in Chicano gang graffiti displays evidence of important critiques regarding discourse practices and uses of public space. Implications for educators include understanding the knowledge that students demonstrate as part of these literacies, democratizing the contexts in which students are asked to acquire valued literacy practices, and developing social networks between schools, families, and communities. (Contains 55 references.) (Author/SM)

ED 441 892 UD 033 558

Butler, Judy D.
The Role of Gender in the Crisis at Central High, 1957.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

MA.
PUB DATE- 99
NOTE- 84p.; "Dae Yeop Kim, Statistical Consultant. Graphics by Ian J. Cohn of Diversity: Architecture & Design."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Minority Groups; Public Schools; *Resource Allocation; School Districts; *State Aid; *Urban Schools
IDENTIFIERS- *New York; New York City Board of Education

In 1996-97, forty percent of all students in New York state public schools attend schools in one of the nine high minority districts in which minority students constituted eighty percent or more of total enrollment. This report uses the downstate metropolitan region to analyze the effect of state aid policies on high minority school districts and to identify factors that reduce their aid entitlements. The report also compares high and low minority districts in three downstate counties and the state's five largest cities to other districts in the same region. An overall purpose is to see if the state provides adequate resources to meet the extra needs of high minority school districts. Data are from multiple sources. The analysis shows that state funds do not provide enough support for children in high minority school districts in the downstate suburbs and in the state's largest cities. State aid falls far short of filling the gap in educational offerings. Instead, it reflects regional political pressures. Although state aid programs are frequently targeted to support specific student groups, state aid does not relate directly to special projects in the schools. State school aid sometimes has counterproductive consequences, as the results of an analysis of the state's Transition Adjustment shows. By including Tax Effort and Equalization aids in the Transition adjustment, the high minority school districts in the downstate area were caught in the safety net that was designed to save harmless guarantees in affluent school districts. (Contains 6 figures and 11 tables.) (SLD)

ED 441 912 UD 033 583

Smaller Is Better: First-Hand Reports of Early Grade Class Size Reduction in New York City Public Schools.
SPONS. AGENCY- Caroline and Sigmund Schott Foundation, Cambridge, MA.
PUB DATE- 00
NOTE- 20p.; Also supported by a grant from the Dickler Family Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Class Size; Educational Change; *Elementary School Teachers; Interviews; Primary Education; *Principals; Program Effectiveness; Program Evaluation; Public Schools; *Small Classes; Urban Schools
IDENTIFIERS- *New York City Board of Education; Reform Efforts

The Educational Priorities Panel carried out a study of the first year of the class size reduction program for grades K-3 in the New York City public schools by visiting five schools throughout the city and interviewing the principal and at least two teachers involved in implementing the program at each school. In all, 17 interviews were conducted. This report is based on the accounts of these principals and teachers of the effects of smaller classes on their schools as well as test

Gay, Geneva
Culturally Responsive Teaching: Theory, Research, and Practice. Multicultural Education Series.
PUB DATE- 00
NOTE- 251p.; Foreword by James A. Banks.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Educational Improvement; Elementary Secondary Education; *Low Achievement; Minority Groups; *Multicultural Education; *Teaching Methods
IDENTIFIERS- Caring

This volume makes the case for using culturally responsive teaching to improve the school performance of underachieving students of color. Key components of culturally responsive teaching are discussed. The chapters are: (1) "Challenges and Perspectives"; (2) "Power Pedagogy through Cultural Responsiveness"; (3) "The Power of Caring"; (4) "Culture and Communication in the Classroom"; (5) "Ethnic and Cultural Diversity in Curriculum Content"; (6) "Cultural Congruity in Teaching and Learning"; (7) "Culturally Responsive Pedagogical Praxis: A Personal Case"; and (8) "Epilogue: Moving Forth." (Contains multiple references.) (SLD)

ED 441 933 UD 033 606

How Communities Can Strengthen Their Strategies To Fight Drug Abuse Using Research from the National Institute on Drug Abuse (NIDA). 2000 Monthly Action Kit.
SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Drug Abuse; Drug Rehabilitation; *Prevention; *Program Development; *Research Utilization; Therapy
IDENTIFIERS- *National Institute on Drug Abuse

This kit helps communities use research from the National Institute on Drug Abuse (NIDA) to make local prevention and treatment programs more effective. The kit describes some of NIDA's research on the nature of addiction and the anatomy of the brain's response to drugs. Suggestions are given for putting the NIDA principles of prevention to work, emphasizing that prevention programs should target all forms of abuse. Prevention programs, research suggests, should be interactive and should work to strengthen norms against drug use in all populations. NIDA has also suggested principles of treatment, and these are reviewed. They center around the availability of treatment and the importance of counseling. Some specific suggestions to improve local programs also emphasize the need to assess existing local problems in designing responses. Some illustrations of slides available from the NIDA are included, as is a list of NIDA prevention principles. (SLD)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Early Adolescents; *Early Childhood Education; *Elementary School Students; Grade Point Average; Grade Repetition; Longitudinal Studies; *Outcomes of Education; *Performance Factors; Preschool Children; Preschool Evaluation; Referral; *Transitional Programs; Urban Education
IDENTIFIERS- *Project Head Start

This longitudinal study compared academic performance of Head Start and public school prekindergarten graduates at four educational transitions: (1) kindergarten; (2) first grade; (3) third grade; and (4) fourth and sixth grades. Participating in this study were students in an urban, minority school system providing both Head Start and prekindergarten programs. The average sample size across six grade levels was 180. The sample was 53 percent female and 94 percent African American. Findings revealed no group differences in grade retention or special education placement. In preschool, Head Start children's skill mastery was similar to that of prekindergarten peers except for lower mastery of number skills and pre-reading skills. In kindergarten, Head Start graduates were comparable to prekindergarten graduates except for lower physical skills. Notable differences appeared in first grade with Head Start graduates receiving lower grades in all subject areas. In third grade, Head Start graduates' GPA remained lower than prekindergarten peers, and language difficulties were evident in lower achievement test scores. In fourth and fifth grades, Head Start graduates' academic performance was comparable to prekindergarten graduates except for handwriting. No significant differences were noted in sixth grade achievement test scores. Head Start graduates were successful in all major educational transitions except the transition to first grade. Head Start graduates were more successful than prekindergarten peers in making the transition to fourth grade, showing notable increases in GPA and mathematics, reading, language, and handwriting. Success of Head Start's graduates was explained by exposure to a developmentally appropriate intervention and parental involvement. (Contains 13 references.) (KB)

ED 441 602 PS 028 613

Bernard van Leer Foundation Annual Report, 1999.
PUB DATE- 99
NOTE- 48p.; For Annual Report, 1998, see ED 431 544.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Child Advocacy; *Child Development; Developed Nations; Developing Nations; Early Childhood Education; *Financial Support; Foreign Countries; Human Capital; *International Programs
IDENTIFIERS- *Bernard van Leer Foundation (Netherlands)

This annual report details the activities and financial status for 1999 of the Bernard van Leer Foundation, a private institution created in 1949 for broad humanitarian purposes. Following the introduction by the chairman of the Foundation's board of trustees, the report of the executive director details activities during the Foundation's fiftieth year of operation. The remainder of the report contains a financial statement for 1999 and describes, by country, the major grants made by the Foundation in 1999. A profile of the Foundation concludes the report. (KB) state and local jurisdictions. Based on focus groups, interviews, and surveys of those who live in or represent organizations with a strong interest in rural America, this report highlights the concerns of rural communities towards these changing intergovernmental relations. Challenges to governmental devolution include a lack of clarity in the responsibilities local governments are expected to assume, a lack of administrative infrastructure and experience to manage the new responsibilities, a lack of expertise and experience in long-range planning, difficulties in gaining broad-based participation in community decision making, and a sense among rural leaders of alienation from the sources of decision making. Opportunities identified were that local management will permit creativity in program design, program goals can be determined within the context of local priorities, and devolution could strengthen the capacity of local governments to handle their responsibilities, thus empowering local communities. Critical needs in implementing this new paradigm include open lines of communication among federal, state, and local officials; a wide range of training and technical assistance for local leaders; and increased access to data and information resources for conducting community assessments, designing programs, and evaluating programs. Federal and state governments and land grant universities must provide support by recognizing the limited fiscal and administrative capacities of rural governments; providing opportunities for more communication between governments, among communities, and between citizens and governments; and assisting in building collaborations and partnerships. (TD)

ED 441 621   RC 021 975

Lawrence, Barbara Kent
Culture: The Fulcrum for Levers of Change.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; *Cognitive Dissonance; Community Centers; *Cultural Influences; Education Work Relationship; *Educational Attitudes; *Family Influence; High Risk Students; High School Students; Higher Education; *School Community Relationship; Secondary Education; Student Attitudes
IDENTIFIERS- Maine; *Rural Culture

Patterns of history and culture help define the path one finds acceptable and follows. In Tremont, Maine, out-migration coupled with the influx of summer visitors has helped create a culture that undercuts students' appreciation of their own abilities and diminishes their aspirations to postsecondary education. Maine students in the "high risk group" may experience cognitive dissonance if they seek higher education and succumb to the cultural pressure not to continue. However, educators can use the strengths of rural culture, the family, and community as levers of change to encourage students to pursue higher education and return to build the local economy and revitalize their communities. A community center could address many of the constraints on young people's aspirations by offering mentoring from community members, entrepreneurial education, job counseling and internships, parenting education and day care, and adult education programs that are also open well than their non-Maori counterparts in most curriculum areas, but there was considerable variation in comparative performance across the 15 curriculum areas, together with some substantial changes between grade 4 and grade 8. In addition, the results show that ethnicity and socioeconomic status are seriously confounded in the overall sample, since the relative achievement of Maori students is considerably higher in the restricted sample, with deficits in fewer curriculum areas. The patterns of achievement differences between girls and boys at both grade levels were very similar for Maori and non-Maori students. Suggested explanations for achievement differences between Maori and non-Maori students have included differences in innate abilities, preschool experiences, in-school experiences, and home and community support for learning. NEMP results provide support for all these explanations except innate abilities. (Contains 10 data tables.) (SV)

ED 441 639   RC 022 420

Carlton, Rosemary
Sheldon Jackson the Collector.
PUB DATE- 99
NOTE- 98p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Acculturation; *Alaska Natives; American Indian Culture; American Indian Education; Art; *Cultural Maintenance; Eskimos; Federal Indian Relationship; *Material Culture; *Museums; *State History; Vocational Education
IDENTIFIERS- *Alaska; Eskimo Culture; *Jackson (Sheldon); Missionaries

Missionary, educator, humanitarian, and collector, the Reverend Sheldon Jackson came to Alaska in 1877 to assimilate Native populations into the dominant White culture, but his collecting efforts between 1877 and 1902 represent a significant effort to preserve the legacy of Alaska Natives during a period of tumultuous change. A zealous missionary, Jackson established numerous missions, schools, and churches during his early work in Minnesota, the Rocky Mountains, and the Southwest. His interest in collecting things grew during this period, and by the time he went to Alaska, he had the support of the Smithsonian Institution and a display at the Princeton Theological Seminary. His successful fundraising was fueled by his public speaking abilities, his missionary newspaper, and educational tours to Native sites. He believed that American Indians would be better converted to Christianity if they first learned the White man's lifestyle through concrete educational experiences. Jackson hoped to avoid reservations by establishing civil government and an education system in Alaska. In 1885, Jackson was appointed as General Agent of Education for Alaska. Importing reindeer from Siberia and teaching Alaska Natives to herd them tied in with his educational goals for Alaska. He founded a vocational school at Sitka, and the Alaska Museum of Natural History and Ethnology. Jackson did his collecting by acceptable standards of the 19th century and in a relatively sensitive manner. Although his collecting methods would not measure up to today's museum practices, had he not collected, much of the state's material culture would have been irretrievably lost. Appendices present the Society of Alaskan Natural History and Ethnology constitutions and list exhibit catalogs, Jackson's memberships in societies and organizations, world expositions involving Jackson or his collections, and all known repositories of isolation, school and class size, the nature of local communities, distance education, the effects of the rural recession, the role of technology in children's education, and the nature of transition to school programs. Despite the differences, most parents and teachers wanted children to be happy to go to school, to feel positive about themselves as learners, and to settle into the routines of school life. An appendix includes the factor structure of 47 survey items. (Author/SV)

ED 441 658 RC 022 467

Vital Statistics for Ohio Appalachian School Districts, Fiscal Year 1999.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Attendance; Dropout Rate; Elementary Secondary Education; Enrollment; Expenditure per Student; *Rural Schools; School District Wealth; *School Districts; *School Statistics; Tables (Data); Teacher Qualifications; Teacher Salaries
IDENTIFIERS- Appalachia; *Ohio (Southeast)

This document compiles school district data on 18 factors for the 29 southeastern Ohio counties designated as "Appalachian." Data tables present state means, Appalachian means and ranges, and individual district data for fall enrollment; percentage of minority students; percentage of Aid to Dependent Children; average income; property valuation per pupil; expenditures per pupil; effective mills; average teacher salary; student-teacher ratio; percent minority staff; percentages of teachers with no degree, a bachelor's degree, and a master's degree; student and staff attendance rates; and dropout rate. Compared to state means, school districts in Ohio Appalachian counties averaged fewer students, lower per capita income, lower expenditures and property valuation per student, lower effective millage, lower teachers' salaries, fewer teachers with master's degrees, lower percentages of minority students and teachers, slightly higher student attendance rates, slightly lower teacher attendance rates, and considerably lower student dropout rates. (SV)

ED 441 659 SE 063 175

Schoolyard Habitats: Planning Guide. People and Nature: Our Future Is in the Balance TM .
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conservation Education; Ecology; Elementary Secondary Education; *Environmental Education; *Habitats; Natural Resources; Science Education; Teaching Methods
IDENTIFIERS- *School Yards

This guide assists schools, teachers, students, and community members in the use of school grounds as learning sites for wildlife conservation and cross-curricular learning. Sections include: (1) "Schoolyard Habitats"; (2) "Widening the Classroom Walls"; (3) "The School and the Community"; (4) "Inspiring the proven, or true while theories were not. Following instruction, 3 of the 35 students in the first cohort expressed more adequate views about the empirical nature of science. In comparison, half the students in the second cohort emphasized the role of evidence in setting science apart from other disciplines of inquiry. Appendices outline the activities: (1) Wind Activity Sequence; (2) Temperature Activity Sequence; (3) Water Cycle Activity Sequence; and (4) Weather Trends Activity Sequences. (Contains 20 references.) (CCM)

ED 441 681   SE 063 611

Ferreira, Maria M.
The Ideal Advisor: Graduate Science Students' Perspectives.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chemistry; *College Science; *Faculty Advisers; *Graduate Students; Graduate Study; Graduate Surveys; Higher Education; *Mentors; *Perspective Taking; Science Education; *Teacher Student Relationship

The nature of the relationship between graduate student and advisor is perhaps the most important determinant of a student's success or failure in any graduate program. This relationship is even more important in science where in addition to being the student's advisor and mentor, the advisor is usually the head of the laboratory in which the student conducts research. The purpose of this study was to investigate graduate students' perceptions of the level of mentoring in two graduate science departments, their relationships with their advisors, and the characteristics of an ideal advisor. Results indicate that the level of mentoring in each department was not very high. This view was particularly common among female students in chemistry. (Contains 14 references.) (CCM)

ED 441 682   SE 063 612

Ferreira, Maria M.
Caring Teachers: Adolescents' Perspectives.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Middle School Students; Middle Schools; *Perspective Taking; Science Education; *Student Attitudes; Students; Teacher Behavior; *Teacher Student Relationship

Teachers represent a connection between students and parents. They have an enormous impact on how the philosophy of a school is translated and communicated to these two groups of constituents. Teachers are also intermediaries between the institution and the students, yet because of their sheer numbers in these institutions, they are also part of the institution. Whether students perceive their teachers as caring or non-caring has a direct impact on how students perceive the culture of the school. To further understand students' perceptions of caring, particularly in the classroom context, middle school students at two Midwestern schools were asked to describe a caring teacher. The interest was in identifying teacher attitudes and behaviors that students interpreted as caring. Results of this study indicate that most students their own investigations--from formulating questions to defending results in front of peers. Data strongly suggest that epistemological beliefs, expressed within the context of the inquiry experience, had a significant impact on the conduct and interpretation of these inquiries, and that these beliefs were associated with very different plans by the participants for using inquiry in their own classrooms. One group of participants believed that inquiry was a relatively simple, linear process. These individuals mentioned few problems conducting their inquiry. In preparing to defend their inquiries, these individuals were primarily concerned with communicating the details of their study to their peers. With regard to plans for using inquiry in their own classrooms, they mentioned overt guidance and direct instruction as ways to help students complete an inquiry, but did not mention helping students make sense of the process. Another group of participants understood inquiry as a more complex set of interrelated considerations. This group claimed that they encountered more and different kinds of problems than the first group; they described preparation for their class presentation as a time to reinterpret their work and to re-represent it in a way that would make sense to others. In describing how they would implement inquiry in their own classrooms, members of this group suggested that they would include opportunities for student-student and student-teacher dialogue as well as whole-class activities aimed at helping students make sense of the inquiry process. (Contains 44 references.) (Author/YDS)

ED 441 704   SE 063 828

Suits, Jerry P.
Conceptual Change and Chemistry Achievement: A Two-Dimensional Model.
PUB DATE- 00
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; Algorithms; Chemistry; College Students; *Concept Formation; *Critical Thinking; *Epistemology; Higher Education; *Learning; Metacognition; Multiple Choice Tests; Regression (Statistics); *Science Education; Thinking Skills
IDENTIFIERS- Guttman Scales; Predictive Discriminant Analysis

The results of this study are consistent with a two-stage model of learning chemistry, a multi-dimensional subject, in which students accumulate knowledge in stage one, and then restructure their knowledge in stage two. When cognitive, metacognitive and achievement variables were subjected to a predictive discriminant analysis (PDA) procedure, three qualitatively distinct achievement groups emerged. The rote learners were apparently stuck in stage one. Conversely, stage two began with a fork in the achievement pathway. Some learners, 'algorithm memorizers,' took the "low road" apparently because they sought and used memorized algorithms--a form of weak restructuring or tuning. Conversely, other learners, 'conceptualizers,' took the "high road" because they tended to possess a coherent set of attributes that allowed them to create new knowledge structures--a form of strong restructuring. Analysis of writing journals revealed different perceptions among the three groups. Also, two extra exam

Approach; *International Cooperation; *Social Problems; *World Problems
IDENTIFIERS- Constituency Development; Global Issues; Interdependence; Military Power; Social Education

On October 7-8, 1996, the Rockefeller Brothers Fund joined with the World Bank to host a gathering of foundation executives, leaders of major humanitarian and environmental nongovernmental organizations, and officers of large multilateral institutions. The meeting was entitled "Building a Constituency for Global Interdependence," and its agenda reflected a sense of shared concern about the apparent waning of public and political support for the policies, programs, and agencies of cooperative international engagement. This paper draws from ideas voiced at that meeting to describe one possible and persuasive new framework for cooperative engagement. It begins by explaining the need for cooperation if interdependent nations are to advance their common interests in three areas: (1) economic growth; (2) military security; and (3) "social stewardship," which involves the promotion of health, social stability, and human potential. The second section of the paper traces the history of political and public support for social stewardship and discusses its current falling-off. In so doing, the paper provides new information on U.S. attitudes toward cooperative engagement generally and social stewardship in particular, suggesting that constituency-building is complex, involving not so much a lack of awareness about global issues but rather the low priority assigned to those issues and the absence of a compelling policy context in which to address them. The paper notes that constituency-building should include women, people of faith, youth, educators, businesspeople, and labor union leaders. The third section lays out messages and methods that might help generate a renewed commitment to social stewardship among policymakers and opinion leaders, key constituencies, and the general public. Finally, the paper argues for a model of cooperative engagement in which social stewardship, economic growth, and military security are seen as mutually reinforcing expressions of U.S. interests and values. (BT)

ED 441 728   SO 031 645

The Kansas Curricular Standards for Civics-Government, Economics, Geography and History.
PUB DATE- 99
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; Citizenship Education; *Civics; *Economics; Elementary Secondary Education; *Geography; *History; Political Science; Public Schools; Social Studies; *State Standards; Student Educational Objectives
IDENTIFIERS- *Kansas

This curriculum standards guide for Kansas presents the following mission statement: the goal of civics/government, economics, geography, and history curricula is to enable students by systematic study to acquire the knowledge, skill, and judgment to continue to learn for themselves; to participate intelligently, justly, and responsibly in civic life and in deliberation about local, national, and international issues; and to enrich private life. The guide is organized by disciplines (each of which embodies a distinctive mode of

DESCRIPTORS- *Civil Liberties; Conflict Resolution; *Curriculum Development; Educational Practices; Educational Theories; Elementary Secondary Education; Foreign Countries; *Peace; *Political Issues; *Social Action
IDENTIFIERS- *Northern Ireland; *Peace Education

This paper is set in the context of the political problems facing Northern Ireland and the educational responses to these problems. It focuses on the importance of globally accepted human rights values to a divided society and the role of education in promulgating these. The paper discusses the methodology of human rights education in the light of educational theory about the value of experiential learning, and the importance of self-esteem and positive attitudes toward others. It defines peace as on-going conflict resolution. Examples are given of good practice where schools have transformed the atmosphere and relationships through the introduction of democratic structures and the teaching of conflict resolution skills. Educational responses to the conflict in Northern Ireland are described, set against the backdrop of recent debates about values in education and education for democratic citizenship. Finally, the paper discusses some of the debates and research which, it is hoped, will help to inform curriculum development in Northern Ireland for the 21st century. The key messages from these lend support to the arguments in the paper for a greater emphasis on the development of the core social engagement skills required for the maintenance of peaceful relationships at all levels of society--locally, nationally, and globally. (Contains 42 references.) (BT)

ED 441 748 SO 031 807

Chapin, June R.
From Eighth Grade Social Studies to Young Adulthood Voting and Community Service: National Education Longitudinal Study of 1988 Eighth Graders.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; Data Analysis; Grade 8; Secondary Education; Social Science Research; *Social Studies; Track System (Education); *Voting; *Young Adults
IDENTIFIERS- *Community Service; National Education Longitudinal Study 1988; Voting Behavior

Using data from the National Education Longitudinal Study 1988 (NELS:88), a nationally representative sample of eighth graders in 1988, who were studies again in 1994 as was analyzed for three voting patterns: registered to vote (68.1%), voted in 1992 presidential election (45.5%), and voted last year in local or state election (30.6%) and community service (34.7%). Characteristics of the young adult voters were reported. Test scores do not tell the whole story for Asian-Americans and blacks or explain gender differences. The study analyzed the average grade in social studies courses, A and B students registered, voted significantly more, and did more volunteer work than C or below C students. Students who took three or more years of social studies courses were significantly higher on the three voting behaviors but there was not as consistent of a pattern for community service. Type of community service

Canada. The first phase of research involved gathering preliminary information about how teacher education institutions were responding to calls for reform, gauging the nature and extent of these efforts and processes associated with their facilitation, and identifying perceived key obstacles and enablers of change. The analysis showed that the rhetoric of teacher education reform proliferates institutional policy documents, reports, and mandates, and the nature, scope, and substance of changes are divergent. Researchers identified five sites where substantial programmatic reform was underway. This paper examines some of the features, themes, and issues emerging from the case study explorations. It discusses the benefits of the change initiatives, focusing on: breaking the mold of leadership, acknowledging the complexity of change, finding necessary resources, developing coherence and building community, and communicating. It examines threats to change, focusing on change in leadership, sustainability of energy, sustainability of program change, characteristics of faculty and academic cultures, forces of tradition and identity, and the reward system. The paper concludes by examining the notion of goodness as an important lens through which to view teacher education reform. (Contains 23 references.) (SM)

ED 441 769 SP 039 225

Lighthall, Frederick F.
Reflecting with Students on My Daily Teaching: Three Case Studies of a Post-Class Laboratory.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Students; *Discussion Groups; Elementary Secondary Education; Feedback; Graduate Students; Graduate Study; Higher Education; Preservice Teacher Education; Student Evaluation of Teacher Performance; Student Participation; Teacher Student Relationship
IDENTIFIERS- *Reflective Thinking

This paper presents three case studies of collaborations with student teachers in a college course on the Psychology of Teaching in which they reflected after class on class events. The paper traces the development of the reflective laboratories through the three cases, which illustrate the process and content of collaborative reflection. The course was primarily for students enrolled in two teacher education programs for the Master of Arts in Teaching and Master of Science in Teaching. Class discussions focused on required readings, on the students' own narratives of their practice teaching experiences, and on connections between texts and experiences. After looking at the case studies, the paper presents four comments from the professor's experience. The comments examine: the professor's reflections on his beliefs; the professor's re-reading of his case narratives; the professor's reflection on those reflections; and disciplined reflection on practice. (Contains 10 references.) (SM)

ED 441 770 SP 039 226

Buchberger, Friedrich
Searching for a Missing Link: Towards a Science of/for the Teaching Profession.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American

teacher educators. Participants must be constantly vigilant to keep the context of the dialogue conducive to safe expression of all points of view. (Contains 30 references.) (SM)

ED 441 788 SP 039 246

Ferry, Brian; Corrent-Agostinho, Shirley
Multiple Understandings: The Use of Different Sources of Feedback To Support Self-Study of Teaching in Information Technology.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Computer Uses in Education; Doctoral Programs; *Educational Technology; Electronic Mail; Feedback; Foreign Countries; Graduate Students; Graduate Study; Higher Education; *Information Technology; Self Evaluation (Individuals); Teacher Role; Teaching Methods; *World Wide Web
IDENTIFIERS- *Australia; *Hong Kong

This paper describes how multiple sources of information were used by two educators to develop new understandings about their roles as teachers of information technology research to a multinational class. The information was gathered from students who provided feedback via an asynchronous Web-based chat space, e-mail, written assignments, and informal discussions. The teachers also provided each other feedback via e-mail and formal discussion at weekly meetings. One of the educators had considerable experience in pedagogy and curriculum design but little experience in using the World Wide Web to support learning in tertiary settings. The second educator had little experience with pedagogy and curriculum design but considerable research and practical experience in using the Web to support learning in tertiary settings. The goal was to combine the two educators' skills in order to improve the design, implementation, and evaluation of a new postgraduate subject delivered by a mixture of face-to-face and Web-supported instruction. However, the educators had another more important purpose, and this was to use the multiple sources of information to gain insights into the effectiveness and appropriateness of their teaching practice and to use this information to improve and modify their teaching. (Contains 16 references.) (SM)

ED 441 789 SP 039 247

Hall, Lisa A.; McDonald, Jo-Anne L.
Measuring Change in Teachers' Perceptions of the Impact that Staff Development Has on Teaching.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Attitude Measures; Elementary Education; Elementary School Teachers; *Evaluation Methods; *Faculty Development; Inservice Teacher Education; Program

of three procedures to assess dimensionality that were investigated by R. Nandakumar (1994) at different test conditions to reflect the characteristics of language test data. Procedures investigated were nonlinear factor analysis, the procedure of P. Holland and P. Rosenbaum, and W. Stout's nonparametric approach. To serve this purpose, simulated data consisting of 2,400 sets of unidimensional and multidimensional test data were used. The procedures were repeated with real language test data from the Test of English as a Foreign Language for 300, 500, and 1,000 examinees. Speculation of the real data structures was made on the basis of the findings from the simulation. Findings show that all three methodologies are able to discriminate between one- and two-dimensional test data. For simulated unidimensional test data, all three procedures were able to confirm unidimensionality, but for two-dimensional test data, the three procedures differed in their ability to detect the lack of unidimensionality. As statistics for assessing the degree of multidimensionality, both the approximate chi-square statistic and the DIMTEST T values were considered useful. An appendix contains six tables of study data. (Contains 6 tables and 36 references.) (SLD)

ED 441 809   TM 030 843

Boscolo, Pietro; Mason, Lucia
Prior Knowledge, Text Coherence, and Interest: How They Interact in Learning from Instructional Texts.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *High School Students; High Schools; *Interaction; *Prior Learning; *Student Interests
IDENTIFIERS- *Text Coherence

This paper describes a study aimed at expanding research on the interactive effect of readers' prior knowledge and text coherence on learning by introducing a third variable, topic interest, which is, the readers' relatively stable affective orientation toward a topic. The hypothesis was that the inferential processes required to fill in information gaps cannot be activated by prior knowledge, topic interest, and their interaction. High school students (n=160) were selected from a wider sample on the basis of their levels of prior knowledge and topic interest to make up 4 groups: (1) high knowledge with high interest; (2) low knowledge with low interest; (3) high knowledge with low interest; and (4) low knowledge with high interest. Students in each group read one of three versions of a scientific text about the greenhouse effect, which differentiated regarding cohesion level. They then carried out four tasks aimed at tapping both superficial and deeper levels of text understanding. It was expected that high-knowledge and high-interest readers would perform best regardless of text coherence, and high-knowledge and low-interest readers would perform better with globally coherent text, as would low-knowledge and high-interest readers. Low-knowledge and low-interest readers were expected to perform worst, especially with minimally coherent text. Results substantially confirm the hypothesis and show the complex interaction between cognitive and affective aspects on learning from text. When prior knowledge is low, topic interest can

ED 441 830 TM 030 865

Sloan, Kris

Teacher Agency and the TAAS: Maintaining the Ability To "Act Otherwise."

PUB DATE- 00

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bilingual Education; Elementary Education; *Elementary School Students; *High Stakes Tests; Professional Development; Reading Achievement; Spanish; *Teacher Attitudes; *Teaching Methods; Test Format; Test Results; *Test Use

IDENTIFIERS- *Texas Assessment of Academic Skills

Data from the Texas Assessment of Academic Skills (TAAS) were used to explore how learning environments within bilingual classes where students perform very well on the Spanish version of the TAAS are shaped by forces surrounding the TAAS and how this shaping process affects teachers. Four elementary schools were selected based on the high performance of their students on the Spanish TAAS reading tests. Instructional practices, the professional development of the teachers, and instructional materials were studied. Data suggest that the pressures surrounding the high-stakes of the TAAS set off a wave of "actions that impacted the classroom practices of the teachers. These pressures led to the scripting of curricular goals and objectives based largely on intensive reviews of the TAAS data, which in turn led to the official endorsement of TAAS-friendly instructional strategies to help meet these curricular goals and objectives. Professional development opportunities were organized in accord with TAAS objectives, and monitoring processes were established to see that TAAS-derived goals and objectives were being targeted in the classroom. (Contains 29 references.) (SLD)

ED 441 831 TM 030 866

Yu, Lei; Rachor, Robert

The Two-Year Evaluation of the Three-Year Direct Instruction Program in an Urban Public School System.

PUB DATE- 00

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Disadvantaged Youth; *Elementary School Students; Evaluation Methods; *High Risk Students; *Instructional Effectiveness; Intermediate Grades; Language Arts; Program Evaluation; Public Schools; Reading Achievement; Urban Schools

IDENTIFIERS- *Direct Instruction

Starting with the 1997-1998 school year, the Direct Instruction Reading/Language Arts Program was implemented in three elementary schools in a northwest urban public school system as a 3-year pilot study to improve the academic performance of at-risk students. Direct Instruction (DI) is aimed at providing effective learning for low-achieving elementary school students

Australia. An appendix summarizes the database descriptors from the database investigation. (Contains 3 tables, 3 figures, and 34 references.) (SLD)

ED 441 851 TM 030 886

Soares, J. F.; Cesar, C. C.; Mambrini, J.
Relative Influence of Family and School Factors on Student Cognitive Achievement: A Brazilian Experience.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cognitive Processes; Databases; *Educational Experience; *Equal Education; Evaluation Methods; *Family Influence; Foreign Countries; Grade 8; *Junior High School Students; Junior High Schools; Private Schools; Program Evaluation; Public Schools; *Scaling
IDENTIFIERS- *Brazil

The impact of educational reforms in Brazil has been assessed by the Brazilian Evaluation System of Basic Education (SAEB), a tool designed to measure the cognitive achievement of students. The SAEB comprises tests of Portuguese grammar and writing, mathematics, and science. Schools have used the SAEB mainly for comparisons among groups of students rather than for policy and program improvement. This paper reports the first results of an evaluation of 1995 and 1997 SAEB data. The sample for this investigation is 16,124 eighth graders from 689 schools who took the mathematics test. Results indicate that intraschool process variables account for a sizable share of the variability of proficiency of these students in mathematics. There are many opportunities to improve student achievement in Brazil by manipulating physical, pedagogical, and administrative school resources. The differences in achievement between public and private schools is so large that even the sampling model and its implementation should be questioned. If true, this difference shows real inequities in Brazilian education. The use of more adequate scaling procedures cannot compensate for poor questionnaire design in the SAEB. It is suggested that a new instrument be developed for collecting student, teacher, and principal data. (SLD)

ED 441 852 TM 030 887

Sarouphim, Ketty M.
Use of the DISCOVER Assessment for Identification Purposes: Concurrent Validity and Gender Issues.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; *Concurrent Validity; Elementary Education; *Elementary School Students; *Gifted; Hispanic American Students; *Identification; Mexican Americans; *Minority Groups; Multivariate Analysis; *Sex Differences
IDENTIFIERS- *DISCOVER System; Raven Progressive Matrices

effectiveness. Appendixes contain samples from the datasets, a discussion of the statistical analyses, and two tables of correlations between school effects. (Contains 4 tables and 54 references.) (SLD)

ED 441 872 TM 031 214

Schumacker, Randall E.; Cheevatanarak, Suchittra
A Comparison of Normal and Elliptical Estimation Methods in Structural Equation Models.
PUB DATE- 00
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; Comparative Analysis; *Estimation (Mathematics); Monte Carlo Methods; Simulation; *Structural Equation Models
IDENTIFIERS- *Ellipsis; Root Mean Square (Statistics)

Monte Carlo simulation compared chi-square statistics, parameter estimates, and root mean square error of approximation values using normal and elliptical estimation methods. Three research conditions were imposed on the simulated data: sample size, population contamination percent, and kurtosis. A Bentler-Weeks structural model established the relationship between the sample variance-covariance matrix and the specified population model. The elliptical generalized least squares estimation method provided the better chi-square results in the presence of kurtosis. The parameter estimates were similar across research conditions for both the normal and elliptical estimation methods. The root mean square error of approximation values was robust in the presence of kurtosis for the elliptical estimation methods. The root mean square error of approximation is, therefore, the preferred inferential approach to assessing model fit in the presence of kurtosis because of known distributional properties and determination of confidence intervals for hypothesis testing. An appendix contains the EQS 5.7 computer program for the analysis. (Contains 3 figures, 18 tables, and 40 references.) (Author/SLD)

ED 441 873 TM 031 215

Patrick, Ertha
Automated Follow-Up Data Report, 1999-2000: College Enrollment for the 1997-98 Senior Cohort.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Records; *Data Processing; *Enrollment; *Followup Studies; *High School Graduates; High Schools; *Higher Education
IDENTIFIERS- Austin Independent School District TX

This report examines college enrollment of students working and/or attending public postsecondary institutions in Texas for the Austin Independent School District (AISD) for the 1997-1998 senior cohort. College enrollment percentages of former students are presented as one indicator of AISD's success in preparing students for the future. The district used automated

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Civil Rights; Equal Education; *Females; High School Students; High Schools; *Racial Discrimination; Racial Integration; *Racial Segregation; *School Desegregation; *Women Faculty
IDENTIFIERS- African Americans; Little Rock School District AR

This paper examines the role of women in the 1957 desegregation of Arkansas's Central High School, using data from interviews with black and white teachers and other prominent community members at the time. The paper shares stories of teachers, students, the Mother's League, the Women's Emergency Community, and Daisy Bates, president of the Arkansas National Association for the Advancement of Colored People. It examines the memoirs and diaries of nine black students who noted that ongoing racism was perpetuated by a small number of white troublemakers who would have hassled some other vulnerable group had the black students not been there. Teachers who supported black students coped with regular attacks, ostracism, and firing. Mother's League members were uneducated and racist. Their husbands used them as a front for publicizing their racist ideas. The educated, aggressive Women's Emergency Committee members worked to reopen closed, segregated schools and reinstate fired teachers. Daisy Bates and her husband had their lives threatened, home attacked, and business boycotted. In the end, the authority of the U.S. Supreme Court was upheld and the school was integrated. However, determination to prevent integration kept growing, and the battle raged for 2 more years. (SM)

ED 441 893 UD 033 559

Terrell, Shandra R.
"Don't Do's": Strategies for Teachers.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Extracted from an unpublished doctoral dissertation, University of Minnesota, entitled, "It Just Couldn't Have Been Our School: A Phenomenological Study of the Schooling Experiences of African American Male Inmates."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Educational Environment; *Males; *Prisoners; Racial Bias; Secondary Education; Teacher Attitudes; Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- *African Americans; Caring

This paper explores the schooling experiences of nine African American male inmates. The researcher conducted face-to-face interviews with inmates to obtain accounts of their schooling experiences, then grouped recurring topics into four themes. The themes included: their discomfort with being embarrassed or shamed in school; their feeling of being on the outside looking in; their need to feel cared about by teachers; and the fear they noticed others felt for them and that which they felt for others. The paper concludes with a list of things that teachers must never do, including: never forget that voice is important; never maintain low expectations; never purposely embarrass students; never exclude students from decision-making opportunities; never forget students' tendency to feel like outsiders; never show impatience; never socially promote data from one school which indicated changes in student performance levels. On the whole, the class size reduction experience as reported by principals and teachers has been very positive. Teachers and principals have noted that students appear to learn faster and the quality of teaching appears to have been enhanced. Smaller classes allow teachers to do more frequent student evaluation and follow-up. Classroom participation and student enthusiasm appear to have increased. Fewer disciplinary referrals were made, and teacher morale improved. Some recommendations are made for strengthening the initiative, which appears to be a valuable reform and one that is focused on prevention instead of remediation. (SLD)

ED 441 913 UD 033 584

Connell, Noreen
Beating the Odds: High-Achieving Elementary Schools in High-Poverty Neighborhoods.
SPONS. AGENCY- New York Community Trust, NY.; Chase Manhattan Foundations, New York, NY.
PUB DATE- 99
NOTE- 104p.; "Nancy Mendelow, Research Consultant. Deborah Tyson, Research Assistant." Also supported by a grant from the Charles Hayden Foundation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Curriculum; *Educational Improvement; Elementary Education; *Elementary Schools; *High Achievement; *Instructional Leadership; Low Income Groups; Parent Participation; Poverty; Standardized Tests; Test Results; Urban Schools
IDENTIFIERS- *New York City Board of Education

This report examines elementary schools serving poor neighborhoods in New York City that have been able to bring their students up to or above the average for the city on standardized tests in the 1996-1997 school year to see how teachers, parents, students, and principals have worked together. After eliminating schools with new principals and those with "selective" admission, the study focused on 14 schools. There were fewer similarities among these schools than had been expected, as they ranged from very traditional to very innovative. The most important attributes these schools had in common were: (1) a principal who managed instruction; (2) mastery of the curriculum by principals and teachers; (3) a code of professional respect and caring for children; (4) a no-nonsense communication style on the part of the principal; (5) "open-door" classrooms in which teachers were freely observed; (6) parent engagement; and (7) attention and rewards for good academic performance. Recommendations to improve the performance of other elementary schools are based on short-range techniques, the development of longer-range resources, and the recruitment of principals and teachers over the longer range. Appendixes contain school profiles, the principals' interview guide, estimates of the cost of class size reduction, a discussion of the underfunding of city schools, estimates of the costs of adding staff, and a description of current staffing for these schools. (SLD)

ED 441 914 UD 033 585

A New Poverty Indicator To Distribute Disadvantaged Pupil Impact Aid (DPIA).
PUB DATE- 00

ED 441 934 UD 033 607

Lindberg, Laura Duberstein; Boggess, Scott; Williams, Sean
Multiple Threats: The Co-Occurrence of Teen Health Risk Behaviors.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 34p.; Research based in part on the Add Health Project funded by the National Institute of Child Health and Human Development (grant no. P01-HD31921) to the Carolina Population Center, University of North Carolina at Chapel Hill.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Behavior Change; Drinking; *Drug Use; *Health Behavior; Hispanic Americans; Males; National Surveys; *Risk; Secondary Education; *Secondary School Students; Sexuality; Smoking; Suicide
IDENTIFIERS- *Risk Taking Behavior

This document presents a portrait of multiple risk-taking among teens. Using recent data from the National Longitudinal Study of Adolescent Health (Add Health) and the 1995 National Survey of Adolescent Males, the report describes the extent to which teens engage in multiple health risk behaviors and contrast it with the extent to which teens participate in positive behaviors such as spending time with parents and being involved in extra-curricular activities. The 10 health risk behaviors examined in this study are: (1) regular tobacco use; (2) regular alcohol use; (3) regular binge drinking; (4) recent marijuana use; (5) recent use of illicit drugs other than marijuana; (6) physical fighting; (7) carrying a weapon at school; (8) suicidal thoughts; (9) nonfatal suicide attempt; and (10) unprotected sexual intercourse. The survey results show that engaging in multiple risk behaviors is the exception rather than the rule, and that the share of students engaging in multiple risk behaviors is similar by race and ethnicity. Boys are more likely to engage in multiple risk behaviors as are students in higher grade levels. The majority of students do engage in positive behaviors, and participation in multiple risk behaviors does not preclude participation in positive behaviors. Out of school males are a particularly vulnerable group. (Contains 3 figures, 7 tables, and 20 endnotes.) (SLD)

ED 441 935 UD 033 608

Porter, Laura; Lindberg, Laura Duberstein
Reaching out to Multiple Risk Adolescents.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 21p.; Research based in part on the Add Health Project funded by the National Institute of Child Health and Human Development (grant no. P01-HD31921) to the Carolina Population Center, University of North Carolina at Chapel Hill.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Behavior Patterns; Drinking; Drug Use; Health; *Health Behavior; Hispanic Americans; Intervention; National Surveys; *Participation; Religious Organizations; Risk; Secondary Education; *Secondary School Students; Sexuality; Smoking; Suicide
IDENTIFIERS- *Risk Taking Behavior

Abbott, Chris

Literacy and Information and Communication Technology (ICT): A Discussion Paper. Working Papers on Literacy, No. 4.
19p. 1mf. L2 ED 441 212

Abd-El-Khalick, Fouad S.

Changing Elementary Teachers' Views of the NOS: Effective Strategies for Science Methods Courses.
61p. 1mf. L1 ED 441 680

Abdul-Jabbar, Kareem

A Season on the Reservation: My Sojourn with the White Mountain Apache.
209p. 0mf. L3 ED 441 649

Abecassis, Maurissa

The Hatfields and the McCoys: Prevalence and Significance of Mutual Antipathies among Preadolescents and Adolescents.
33p. 1mf. L1 ED 441 570

Abedi, Jamal

Measuring Math--Not Reading--on a Math Assessment: A Language Accommodations Study of English Language Learners and Other Special Populations.
17p. 1mf. L1 ED 441 813

Ackett, Wayne A.

Multiple Views of the Nature of Science and Socio-Scientific Issues.
37p. 1mf. L1 ED 441 697

Ackley, Blaine C.

Judicious Discipline: A Case Study of a Student Teacher.
18p. 1mf. L1 ED 441 775

Adams, Alastair H.

Development of an Instrument To Evaluate School Level Environments in the Special Sector: The Special School Level Environment Questionnaire (SSLEQ).
13p. 1mf. L1 ED 441 845

Adams, Gerald R., Ed

Adolescent Diversity in Ethnic, Economic, and Cultural Contexts. Advances in Adolescent Development: An Annual Book Series, Volume 10.
296p. 0mf. L3 ED 441 208

Adams, Joan E.

Development of an Instrument To Evaluate School Level Environments in the Special Sector: The Special School Level Environment Questionnaire (SSLEQ).
13p. 1mf. L1 ED 441 845

Sheldon Jackson the Collector.
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Workforce Diversity. Symposium 14. Concurrent Symposium Session

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(040) Dissertations/Theses - Undetermined

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(042) Dissertations/Theses - Masters Theses

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(143) Reports - Research

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37p. L1 ED 441 307

Graduation 2010: Second Year Implementation.

AA - ERIC Processing and Reference Facility

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CE - Adult, Career, and Vocational Education

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EA - Educational Management

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EC - Disabilities and Gifted Education

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HE - Higher Education

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HE032820	ED441364
HE032821	ED441365

HE032822	ED441366
HE032823	ED441367
HE032824	ED441368//
HE032845	ED441369
HE032846	ED441370
HE032847	ED441371//
HE032848	ED441372
HE032849	ED441373
HE032850	ED441374
HE032851	ED441375
HE032852	ED441376
HE032853	ED441377//
HE032855	ED441378
HE032856	ED441379
HE032857	ED441380
HE032858	ED441381
HE032859	ED441382
HE032860	ED441383
HE032861	ED441384
HE032862	ED441385
HE032863	ED441386
HE032865	ED441387
HE032866	ED441388
HE032867	ED441389
HE032868	ED441390
HE032880	ED441391
HE032881	ED441392
HE032882	ED441393

IR - Information and Technology

IR020290	ED441394//
IR020291	ED441395
IR020292	ED441396
IR020293	ED441397
IR020294	ED441398
IR020301	ED441399
IR020302	ED441400//
IR020433	ED441401
IR020434	ED441402
IR057674	ED441403
IR057675	ED441404
IR057676	ED441405
IR057677	ED441406
IR057678	ED441407
IR057679	ED441408
IR057680	ED441409
IR057681	ED441410
IR057682	ED441411
IR057683	ED441412
IR057684	ED441413
IR057685	ED441414
IR057686	ED441415
IR057687	ED441416
IR057688	ED441417
IR057689	ED441418
IR057690	ED441419
IR057691	ED441420
IR057692	ED441421
IR057693	ED441422
IR057694	ED441423
IR057695	ED441424
IR057696	ED441425
IR057697	ED441426

IR057698	ED441427
IR057699	ED441428
IR057700	ED441429
IR057701	ED441430
IR057702	ED441431
IR057703	ED441432
IR057704	ED441433
IR057705	ED441434
IR057706	ED441435
IR057707	ED441436
IR057708	ED441437
IR057709	ED441438
IR057710	ED441439
IR057711	ED441440
IR057712	ED441441
IR057713	ED441442
IR057714	ED441443
IR057715	ED441444
IR057716	ED441445
IR057717	ED441446
IR057718	ED441447
IR057719	ED441448
IR057720	ED441449
IR057721	ED441450
IR057722	ED441451
IR057723	ED441452
IR057724	ED441453
IR057725	ED441454
IR057726	ED441455
IR057727	ED441456
IR057728	ED441457
IR057729	ED441458
IR057730	ED441459
IR057731	ED441460
IR057732	ED441461
IR057733	ED441462
IR057734	ED441463
IR057735	ED441464
IR057736	ED441465
IR057737	ED441466
IR057738	ED441467
IR057739	ED441468
IR057740	ED441469
IR057741	ED441470
IR057742	ED441471
IR057743	ED441472
IR057744	ED441473
IR057745	ED441474
IR057746	ED441475
IR057747	ED441476
IR057748	ED441477
IR057749	ED441478
IR057750	ED441479
IR057751	ED441480
IR057752	ED441481
IR057753	ED441482
IR057754	ED441483
IR057755	ED441484
IR057756	ED441485
IR057757	ED441486
IR057758	ED441487
IR057759	ED441488
IR057760	ED441489
IR057761	ED441490

IR057762	ED441491
IR057763	ED441492
IR057764	ED441493
IR057765	ED441494
IR057766	ED441495
IR057767	ED441496
IR057768	ED441497
IR057769	ED441498
IR057770	ED441499
IR057771	ED441500
IR057772	ED441501
IR057773	ED441502
IR057774	ED441503
IR057775	ED441504
IR057776	ED441505
IR057777	ED441506
IR057778	ED441507
IR057779	ED441508
IR057780	ED441509
IR057781	ED441510
IR057782	ED441511
IR057783	ED441512
IR057784	ED441513
IR057785	ED441514
IR057786	ED441515
IR057836	ED441516
IR057852	ED441517
IR057853	ED441518//
IR057854	ED441519//
IR057856	ED441520
IR057857	ED441521
IR057859	ED441522//
IR057860	ED441523

JC - Community Colleges

JC000343	ED441524
JC000362	ED441525
JC000365	ED441526
JC000366	ED441527
JC000367	ED441528
JC000368	ED441529
JC000369	ED441530
JC000370	ED441531
JC000371	ED441532
JC000373	ED441533
JC000374	ED441534
JC000375	ED441535
JC000376	ED441536//
JC000377	ED441537
JC000378	ED441538
JC000379	ED441539
JC000380	ED441540
JC000384	ED441541
JC000385	ED441542
JC000386	ED441543
JC000387	ED441544
JC000390	ED441545
JC000391	ED441546
JC000392	ED441547
JC000393	ED441548
JC000394	ED441549
JC000398	ED441550
JC000409	ED441551

PS - Elementary and Early Childhood Education

PS028050	ED441552//
PS028285	ED441553//
PS028324	ED441554
PS028348	ED441555//
PS028443	ED441556//
PS028487	ED441557
PS028488	ED441558
PS028535	ED441559
PS028538	ED441560
PS028539	ED441561//
PS028542	ED441562
PS028545	ED441563
PS028546	ED441564
PS028547	ED441565
PS028549	ED441566//
PS028550	ED441567//
PS028553	ED441568
PS028555	ED441569
PS028556	ED441570
PS028558	ED441571
PS028559	ED441572
PS028562	ED441573
PS028563	ED441574
PS028564	ED441575
PS028565	ED441576
PS028566	ED441577
PS028570	ED441578//
PS028573	ED441579
PS028574	ED441580//
PS028575	ED441581
PS028576	ED441582
PS028577	ED441583
PS028579	ED441584//
PS028581	ED441585
PS028582	ED441586
PS028586	ED441587
PS028589	ED441588
PS028590	ED441589
PS028597	ED441590
PS028599	ED441591
PS028600	ED441592
PS028601	ED441593
PS028602	ED441594
PS028603	ED441595
PS028604	ED441596
PS028605	ED441597
PS028606	ED441598
PS028608	ED441599
PS028609	ED441600
PS028610	ED441601
PS028613	ED441602
PS028614	ED441603
PS028620	ED441604
PS028621	ED441605
PS028622	ED441606
PS028623	ED441607//
PS028625	ED441608
PS028626	ED441609
PS028627	ED441610
PS028629	ED441611
PS028630	ED441612

PS028631	ED441613
PS028632	ED441614
PS028634	ED441615
PS028635	ED441616
PS028636	ED441617
PS028651	ED441618

RC - Rural Education and Small Schools

RC021669	ED441619
RC021677	ED441620
RC021975	ED441621
RC022008	ED441622
RC022045	ED441623
RC022050	ED441624
RC022130	ED441625
RC022386	ED441626
RC022397	ED441627//
RC022401	ED441628
RC022402	ED441629
RC022403	ED441630
RC022404	ED441631
RC022405	ED441632
RC022406	ED441633
RC022408	ED441634
RC022412	ED441635
RC022413	ED441636
RC022414	ED441637//
RC022415	ED441638
RC022420	ED441639
RC022427	ED441640
RC022440	ED441641
RC022442	ED441642
RC022448	ED441643
RC022449	ED441644
RC022450	ED441645//
RC022451	ED441646
RC022453	ED441647
RC022454	ED441648
RC022456	ED441649//
RC022457	ED441650
RC022458	ED441651
RC022459	ED441652
RC022460	ED441653//
RC022461	ED441654
RC022463	ED441655
RC022464	ED441656
RC022465	ED441657
RC022467	ED441658

SE - Science, Mathematics, and Environmental Education

SE063175	ED441659
SE063372	ED441660
SE063373	ED441661
SE063387	ED441662
SE063388	ED441663
SE063389	ED441664
SE063427	ED441665
SE063512	ED441666
SE063531	ED441667
SE063537	ED441668
SE063539	ED441669
SE063544	ED441670

SE063546	ED441671
SE063555	ED441672
SE063558	ED441673
SE063559	ED441674
SE063560	ED441675
SE063561	ED441676
SE063563	ED441677
SE063564	ED441678
SE063583	ED441679
SE063598	ED441680
SE063611	ED441681
SE063612	ED441682
SE063616	ED441683
SE063619	ED441684
SE063627	ED441685
SE063635	ED441686
SE063636	ED441687
SE063640	ED441688
SE063661	ED441689
SE063664	ED441690
SE063686	ED441691
SE063771	ED441692
SE063786	ED441693
SE063807	ED441694//
SE063808	ED441695
SE063812	ED441696
SE063821	ED441697
SE063822	ED441698
SE063823	ED441699
SE063824	ED441700
SE063825	ED441701
SE063826	ED441702
SE063827	ED441703
SE063828	ED441704
SE064208	ED441705

SO - Social Studies/Social Science Education

SO030521	ED441706
SO030692	ED441707
SO030837	ED441708
SO030907	ED441709
SO031292	ED441710
SO031304	ED441711
SO031310	ED441712//
SO031337	ED441713
SO031338	ED441714
SO031339	ED441715
SO031340	ED441716
SO031341	ED441717
SO031342	ED441718
SO031343	ED441719
SO031361	ED441720//
SO031365	ED441721
SO031426	ED441722
SO031486	ED441723
SO031603	ED441724
SO031614	ED441725
SO031638	ED441726
SO031644	ED441727
SO031645	ED441728
SO031694	ED441729
SO031696	ED441730
SO031765	ED441731

S0031779	ED441732
S0031780	ED441733
S0031781	ED441734
S0031782	ED441735
S0031784	ED441736
S0031796	ED441737
S0031797	ED441738
S0031798	ED441739
S0031799	ED441740
S0031800	ED441741
S0031801	ED441742
S0031802	ED441743
S0031803	ED441744
S0031804	ED441745
S0031805	ED441746
S0031806	ED441747
S0031807	ED441748
S0031833	ED441749//
S0031835	ED441750
S0031838	ED441751
S0031839	ED441752
S0031840	ED441753
S0031891	ED441754

SP - Teaching and Teaching Education

SP039037	ED441755
SP039075	ED441756
SP039131	ED441757
SP039214	ED441758
SP039215	ED441759
SP039216	ED441760
SP039217	ED441761
SP039218	ED441762
SP039219	ED441763
SP039220	ED441764
SP039221	ED441765
SP039222	ED441766
SP039223	ED441767
SP039224	ED441768
SP039225	ED441769
SP039226	ED441770
SP039227	ED441771
SP039228	ED441772
SP039229	ED441773
SP039230	ED441774
SP039231	ED441775
SP039232	ED441776
SP039234	ED441777
SP039235	ED441778
SP039236	ED441779
SP039238	ED441780
SP039239	ED441781
SP039240	ED441782
SP039241	ED441783
SP039242	ED441784
SP039243	ED441785
SP039244	ED441786
SP039245	ED441787
SP039246	ED441788
SP039247	ED441789
SP039248	ED441790
SP039249	ED441791
SP039250	ED441792

SP039251	ED441793
SP039252	ED441794
SP039253	ED441795
SP039254	ED441796
SP039255	ED441797
SP039256	ED441798
SP039257	ED441799
SP039258	ED441800
SP039259	ED441801
SP039260	ED441802
SP039261	ED441803

TM - Assessment and Evaluation

TM030829	ED441804
TM030838	ED441805
TM030839	ED441806
TM030840	ED441807
TM030842	ED441808
TM030843	ED441809
TM030844	ED441810
TM030845	ED441811
TM030846	ED441812
TM030847	ED441813
TM030848	ED441814
TM030849	ED441815
TM030850	ED441816
TM030851	ED441817
TM030852	ED441818
TM030853	ED441819
TM030854	ED441820
TM030855	ED441821
TM030856	ED441822
TM030858	ED441823
TM030859	ED441824
TM030860	ED441825
TM030861	ED441826
TM030862	ED441827
TM030863	ED441828
TM030864	ED441829
TM030865	ED441830
TM030866	ED441831
TM030867	ED441832
TM030868	ED441833
TM030869	ED441834
TM030870	ED441835
TM030871	ED441836
TM030872	ED441837
TM030873	ED441838
TM030874	ED441839
TM030875	ED441840
TM030876	ED441841
TM030877	ED441842
TM030878	ED441843
TM030879	ED441844
TM030880	ED441845
TM030881	ED441846

TM - Assessment and Evaluation (continue)

TM030882	ED441847
TM030883	ED441848
TM030884	ED441849
TM030885	ED441850
TM030886	ED441851